



The International Journal of
INDIAN PSYCHOLOGY



Person of the Issue
Melanie Klein (1882-1960)

Editor in Chief:
Prof. Suresh M. Makvana, PhD
Editor:
Ankit P. Patel

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Editor in Chief

Prof. Suresh M. Makvana, PhD

Editor

Ankit P. Patel

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Message from Editors

We have been committed to make our “*Author Freedom Policy*” better due to response given by our researchers. We have launched “***Gold Open Access System***” before some days, which have gained good feedback by researchers. Now, every title will get its own URL which would be included by Abstract, Keywords, DIP (Digital Identifier Passport) etc. The main benefit of the URL is that, researcher can share and show it in his profile, CV, resume etc.

We shall present nomination of “**Paper of the Year**” award within short time. IJIP plans *Paper of the Year award* every year to inspire its researchers. After nomination, it would be lived at the website. Then it would be opened for voting. It would be voted by IJIP website visitors. That nominee would be awarded who would get majority of votes. In short the point is website visitors make him winner of the award. You can get more information regarding this matter from IJIP official website (www.ijip.in/index.php/award.html)

Year 2016 is the year of new hopes, new tries, and new dreams to be realized into reality. We pray to God fulfill all your wishes and dreams. We thank here all the researchers and friends joined with us.

We experience here feeling of joy while presenting first issue of 2016. We thank you again researchers who have presented their articles in this issue.

Happy New Year...

Dr. Suresh Makvana¹
(Editor in Chief)

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Person of the Issue: Melanie Klein (1882-1960)

Ankit Patel^{1*}

Born	30 March 1882 Vienna, Austria-Hungary
Died	September 22, 1960 London, United Kingdom
Citizenship	Austrian
Known for	Devising therapeutic techniques for children Coining the term 'reparation' Klein's theory splitting Projective identification
Influences	Sigmund Freud Karl Abraham
Influenced	Herbert Rosenfeld Otto F. Kernberg Jacques Lacan Cornelius Castoriadis Donald Meltzer



Melanie Klein was born on March 30, 1882, in Vienna, Austria. In 1903, she married Arthur Klein and relocated to Budapest. They had three children, born in 1904, 1907, and 1914.

Klein's first personal experience in the field of psychoanalysis began when she sought treatment for herself after her mother died in 1914. Earlier in her youth, Klein's siblings died: her brother died when she was 20, and her sister died when Klein was 4 years old. Klein was in treatment with Sandor Ferenczi between 1914 and 1917.

Klein was a pioneer in the treatment of children. She was among the first to use psychoanalysis on children and implemented several never-before implemented techniques and tools. She often used play and toys to help children discuss psychological issues.

Klein's approach to psychoanalysis conflicted with much of Sigmund Freud's work. Freud drew his ideas on child development from the recollections of his adult patients, but Klein worked directly with children and toddlers, giving her unique insight into the child development process. She defied Freud, arguing that the superego is actually present the moment a child is born,

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preceding the Oedipal complex. Klein also claimed that a primitive form of the Oedipal complex was present much earlier in development than Freud claimed, as a child becomes preoccupied with overwhelming parental authority.

Her early work led her to certain clinical discoveries. For instance, she saw that the splitting appears very early as a mechanism in the child's mind, and that the mechanisms of projection and introjections accompanying the splitting result in the creation of a very complex internal world, even in a very small child. She saw the importance of early part-object relationships, already noticed by Abraham but never deeply investigated. As I have said, she had described both an earlier concept of the Oedipus complex and the roots of an early, very savage, superego connected with part-object introjections. But it was only with her description of the depressive position that Klein's early discoveries could be brought together to give a picture of the child's mental development.

However, there was yet another discovery to come, in the last years of her life. This is the discovery of the crucial importance of primitive envy, and this has become extremely controversial, even amongst some who agreed with Klein's theory of the two positions. It seems that the thought that envy could be early and primary, and directed from the start at the maternal breast, under the aegis of the death instinct, was an idea hard to tolerate. Envy is very connected with the pathology of the paranoid-schizoid position. Hatred attacks the bad object, but envy is directed at the ideal object, and interferes with the original splitting which enables the infant to have an ideal object, which is the basis of what in the depressive position becomes a more integrated good-and-bad object. Since it is the ideal object that is attacked in envy, it leads to a constant confusion between what is good and what is bad, and endless, often psychotic, confessional states. In the depressive position, excessive envy makes reparation very difficult, both because of the magnitude of the guilt, and because the object, once repaired, becomes again an object of envious attacks.

Since Klein, a great deal of work has been done by her pupils and followers on the transition between the paranoid and the depressive position, and the important role that is played in its pathology by the factor of envy.

TIMELINE

1882

- Melanie Reizes is born on 30th March at Tiefer Graben 8, Vienna to Moriz (aged 54) and Libussa Reizes (née Deutsch, aged thirty). Her father Moriz comes from an orthodox Jewish family from Lemberg, Galicia (now Lvov, Ukraine), and her mother from Warbotz, Slovakia. Moriz trained as a doctor against his very conservative family's wishes; Libussa is an intelligent, attractive young woman.
- Melanie is the last of four children, joining six-year-old Emilie, five-year-old Emmanuel, and four-year-old Sidonie. The family moved to Vienna from Deutschkreutz, Hungary (now Burgenland, Austria) sometime between 1878 and 1882.

1885

- When Melanie is three years old, Sigmund Freud, now 29, is in Paris studying hysteria and hypnosis with famous neurologist Jean-Martin Charcot.

Person of the Issue: Melanie Klein (1882-1960)

1886

- Melanie's closest sister Sidonie dies of scrofula (tuberculous cervical lymphadenitis) at the age of eight. Melanie is four years old.
- Freud leaves Paris and returns to Vienna.

1887

- The Reizes family inherits a considerable sum of money on the death of Moriz's father. Melanie now five years old, the family moves from their second home in Vienna, a shabby fifth-floor apartment in Borsegasse, to a much larger, more elegant apartment in middle-class suburb Martinstrasse.

1891

- When Melanie is nine years old, 35-year-old Sigmund Freud moves to Berggasse 19, Vienna, his home and consulting rooms for the next 47 years.

1895

- In the same year as his last child Anna is born, Freud publishes his seminal *Studies on Hysteria*.

1898

- At the age of 16, Melanie already has her sights set on studying at the gymnasium. She has long wanted to study medicine, now specifically psychiatric medicine. This year she passes her entrance exams.

1899

- At the age of 17, Melanie meets her future husband, Arthur Stevan Klein, four years her elder and a second cousin. Klein is studying to be a chemical engineer in Zurich. He proposes to Melanie soon after their first meeting; she accepts. The engagement spells the end of Melanie's medical ambitions.

1900

- Melanie's father, Moriz Reizes, dies on 6th April at the age of 72. On 25th December, her eldest sister Emilie marries Leo Pick, a young doctor.
- Freud publishes his fundamental work, *The Interpretation of Dreams*. Freud is to maintain throughout his life that it is his most important work of all. It forms the keystone of psychoanalytic thought and practice.

1901

- Melanie spends the summer with the Kleins in Rosenberg (in Slovakian Hungary, now northern Slovakia) while Arthur is in America.
- Freud publishes *On Dreams*, a text which will critically influence Klein's psychoanalytic thinking.
- Otto, Melanie's first nephew, is born to Emilie Pick on 16th October.
- Melanie returns home from Rosenberg around Christmas 1901.

1902

- On 1st December 1902 a second sibling, Melanie's adored older brother Emmanuel, dies in Genoa of heart failure, at the age of 25. His death comes after several years of aimless and indigent travelling around the Mediterranean. He has very probably been addicted to morphine and cocaine for some time, in addition to suffering from tuberculosis.

1903

- Still in mourning for her brother, Melanie Reizes marries Arthur Klein on 31st March, the day after her 21st birthday. They set up their home in Rosenberg.
- In May Melanie finds out she is pregnant.

Person of the Issue: Melanie Klein (1882-1960)

1904

- Klein's first child, Melitta, is born on 19th January.

1905

- Melanie, Arthur and one-year-old Melitta make a trip to the Adriatic coast, visiting a number of places including Trieste and Venice.
- Freud publishes Three Essays on the Theory of Sexuality.

1906

- In the spring, Melanie accompanies Arthur to an engineering congress in Rome.
- After four years of persevering with her friend Irma Schonfeld, Melanie finally sees the publication of a collection of Emmanuel's writing.

1907

- On 2nd March Melanie gives birth to her second child and first son, Hans, after suffering a deep depression during pregnancy.
- Late in 1907 the Kleins move to Krappitz, a small provincial town in upper Silesia (now Krapkowice, Poland), where Arthur has been appointed director of a paper mill. Libussa moves in soon afterward.

1908

- Melanie becomes increasingly anxious and depressed, clearly very unhappy in her married life in this small, friendless town. She is often away, visiting friends and family, and making trips to Budapest and Abbazia. She receives treatment – such as carbonic acid baths – for her “nerves”. As a result she spends long periods of time apart from her young children, not a little encouraged by her mother Libussa in a series of strange, guilt-inducing and interfering letters.
- In this year Freud meets Hungarian psychoanalyst Sándor Ferenczi. The two men begin an important professional and personal relationship, recorded in more than 1,200 letters over their careers. Ferenczi is to have an enormous effect on Klein, as her analyst, supporter and friend.

1909

- In May, now severely depressed, Melanie visits a sanatorium in Chur, an alpine town in eastern Switzerland. In June she moves a little further south, to St Moritz, and is experiencing problems with her bladder. In a letter from her mother, there is a suggestion that Melanie might be afraid that she is pregnant, something that she dreads.
- In November the Kleins, with Libussa in tow, move to Svabhegy, a suburb of Budapest.
- Freud publishes his study of five-year-old 'Little Hans,' the first such analytic observation of a child. The analysis is carried out by the boy's father, as directed by Freud.

1910

- In the new scenery of Budapest, Melanie spends much of her time with Jolanthe Vágó, Arthur's sister, and Klara, Jolanthe's divorced sister-in-law. She is very close to these two women, especially Klara.
- Melanie spends the summer with Klara in Rügen, a resort to the north of Berlin on the Baltic Sea.
- Karl Abraham, close friend and colleague of Freud, establishes the Berlin Psychoanalytic Society. Abraham is later to analyse Klein, and to become a deeply important figure in her psychoanalytic thinking and emotional life.

1911

- In August the Kleins move to Rozsdamb, a more affluent area of Budapest.

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- Again Melanie spends her summer holiday in Rügen with Klara.

1912

- Melanie writes to her mother, who is staying temporarily in Vienna, that she is feeling better, in fact "quite healthy." She refers to a "treatment" she has been having, though she does not refer to its nature. It is likely psychological, perhaps even psychoanalytical.

1913

- Around Christmas 1913, Klein finds she is again pregnant.

1914

- After another deeply depressed pregnancy, Klein gives birth to her third and last child, Erich, on 1st July. Two weeks later, on the 28th July 1914, the First World War breaks out. Both Arthur Klein and Melanie's brother-in-law Leo Pick are subsequently called up.
- Klein begins analysis with Sándor Ferenczi, a Hungarian psychoanalyst intimate with Freud and instrumental in the growth of psychoanalysis. For the first time in Klein's life she is able to talk about her emotional experiences, and to be listened to by a highly intelligent, attentive, perceptive audience of one. This encounter with Ferenczi is nothing less than a watershed in her life.
- At some point in this year Klein reads Sigmund Freud's *On Dreams* ('Über den Traum,' 1901). She is immediately filled with huge excitement about the insights and possibilities revealed by Freud, and becomes devoted to psychoanalysis.
- In October Ferenczi is called up to serve as a doctor to the Hungarian Hussars, though he continues to be analysed by Freud by post. He carries out some analyses himself, both in the army and on return visits to Budapest.
- In late October the Kleins take Libussa to be x-rayed, following a severe loss of weight. Cancer is ruled out by the doctor. However, she rapidly develops bronchitis, and on 6th November Melanie Klein's mother is dead.

1916

- Arthur Klein is invalided back home with a leg wound. Ferenczi also returns to Budapest, having been transferred to a neurological hospital.

1917

- Freud's famous essay, 'Mourning and Melancholia' is published. Klein will later develop her radical ideas about manic-depressive states, as well as her seminal concept of the depressive position, out of Freud's account of aggression and guilt as central to the experience of the melancholic patient.

1918

- On 28th and 29th September, Melanie Klein attends the Fifth Psychoanalytic Congress at the Hungarian Academy of Sciences in Budapest. She hears Freud read his paper, 'Lines of Advance in Psychoanalytic Therapy,' which further fuels her fascination with psychoanalysis. This is almost certainly the first time Klein hears Freud read his work in person, and will be one of the only times. For Klein this is an extraordinary moment, as she comes face to face with the brilliant and deeply revered founder of psychoanalysis.
- Toward the end of the year the Austro-Hungarian Empire dissolves as its monarchy collapses. The First World War finally ends on the 11th November 1918, after over four years of fighting and millions of lives lost.

Person of the Issue: Melanie Klein (1882-1960)

1919

- In July Klein presents her study of her five-year-old son Erich to the Hungarian Psychoanalytic Society; it is her first study of a child. She is soon afterward awarded membership.
- Arthur Klein leaves Budapest and his family for Sweden in autumn 1919, as the anti-Semitic White Terror takes hold of Hungary. The Hungarian Psychoanalytic movement is all but destroyed by this ferocious counterrevolutionary anti-Semitism. Melanie also leaves Budapest, taking her three children to stay with Arthur's parents in Rosenberg. Besides the political turmoil, the Kleins' marriage is not working, and it is clear they are increasingly unhappy living together.

1920

- In September Klein attends the first International Congress since the war, held in The Hague. She meets Joan Riviere for the first time.
- Freud publishes *Beyond the Pleasure Principle*, in which he introduces the bold new idea of the 'death instinct.' This concept, controversial from its incipience, is to play a significant part in the development of Klein's theory, particularly with relation to sadism and ego-splitting in the young child.

1921

- At the beginning of 1921 Klein leaves her in-laws in Rosenberg and moves to Berlin. Other psychoanalysts have also left Hungary due to the intensifying anti-Semitic climate, including Sándor Rádo, Alexander, Schott and Balint.
- After a few weeks spent in a pension in Grunerwald, Klein moves to Cunostrasse, a drab and uninspiring area. She has Erich with her, now six years old. Melitta, aged 17, is finishing her studies in Budapest, and Hans, aged 14, is at boarding school.

1922

- Klein delivers another paper on early analysis at the 1922 International Congress. On the back of this and her paper of the previous year, she is made an Associate Member of the Berlin Society.

1923

- After being made a full member of the Berlin Psychoanalytic Society in February, Klein embarks upon her first child analysis. This marks the start of a bold new approach to analytic treatment and theory, and the start of Klein's career. This is only strengthened when Klein's paper, 'The Development of a Child,' is published by Ernest Jones in the *International Journal of Psychoanalysis*.
- The child Klein names 'Rita' in her notes enters analysis with her; she is only two and a half years old. In November Abraham, at that time supervising Klein's work, writes to Freud:
- "In the last few months Mrs Klein has skilfully conducted the psychoanalysis of a three-year-old with good therapeutic results. The child presented a true picture of the basic depression that I postulated in close combination with oral erotism. The case offers amazing insights into instinctual life." (*A Psycho-Analytic Dialogue, The Letters of Sigmund Freud and Karl Abraham, 1906-27* [Hogarth Press, 1965], p. 339)
- Meanwhile, in her personal life, Klein and her husband Arthur attempt reconciliation, moving into a large house built by Arthur on his return from Sweden, Auf dem Grat 19, Dahlem.

1924

- Eager to learn from one of the great pioneers of psychoanalysis, Klein asks Abraham to analyse her. She manages to persuade him, despite his reservations about analysing a Berlin colleague. At the beginning of 1924 her treatment begins.
- After several months of trying to repair their marriage, relations between Melanie and Arthur fail to improve. Melanie leaves her husband for good in April, shortly after her daughter Melitta's marriage to Walter Schmideberg, a Viennese doctor and family friend of the Freuds.
- Following this final breakup of her marriage, Klein moves into a pension at Augbwißerstrasse 17, where she struggles to keep custody of Erich against Arthur's opposition. Six months into Klein's new analysis, Alix Strachey arrives from England. She is to become a very important catalyst in the development of Klein's career.
- Klein begins several important analyses of children, notably those she refers to as 'Peter,' 'Ruth,' 'Trude,' and 'Erna' in her writings. An important paper based on these cases is presented to the Berlin Society on 12th December.

1925

- A letter from Alix Strachey to her husband, outlining Klein's 1924 Berlin Society paper, stimulates great interest when read to the British Society on 7th January 1925. Klein subsequently plans to give a series of lectures in London, with the enthusiastic encouragement of Ernest Jones. The Stracheys are greatly supportive of Klein's visit, translating papers, tutoring her English, and preparing the ground in the British Society.
- During the spring Klein meets Chezel Zvi Kloetzel, a married man and father of one, at her dance class. They begin what, at least for Klein, is a deeply affecting love affair.
- In July Klein goes to London for her lecture series, which is held at the house of Karin and Adrian Stephen (brother of Virginia Woolf) in Gordon Square. She gives two lectures per week for three weeks, to a fascinated audience. Klein meets Susan Isaacs, thus beginning an important and enduring professional and personal relationship.
- Alongside these exciting developments Klein also suffers a great loss. Abraham falls ill in May, deteriorating until he dies on Christmas Day. Klein has been in analysis with him for only a year and a half. She later describes the termination of her analysis and Abraham's death as 'very painful.'

1926

- The London Clinic for Psychoanalysis opens on 6th May, Freud's 70th birthday.
- In September, at the invitation of Ernest Jones, Klein moves to London. She breaks off with Kloetzel (though he is to visit her several times over the next few years). Klein begins analysis of Jones' wife and two children between 15th September and 4th October.
- On 17th November Klein gives a paper before the British Psychoanalytic Society on five-year-old 'Peter,' with reference to the castration complex and anal-sadistic phantasy.
- Klein's son Erich joins her on 27th December, three months after her arrival. Klein now has six patients in addition to the Jones family.

1927

- On 19th March Anna Freud addresses the Berlin Society on the subject of child analytic technique. Her presentation is a barely disguised attack on Melanie Klein's approach to psychoanalysis. In response, Ernest Jones organises a symposium for the British Society

Person of the Issue: Melanie Klein (1882-1960)

on the same subject. Sigmund Freud is unhappy with what he sees as an attack on his daughter and, perhaps by extension, himself.

- At the beginning of September Klein attends the Tenth International Congress, held in Innsbruck. She delivers her paper, 'Early Stages of the Oedipus Complex,' her most radical conceptual offering to date.
- Klein is elected a member of the British Psychoanalytical Society on 2nd October.

1928

- Melitta Schmideberg, Klein's eldest child and only daughter, comes to London after graduating from university in Berlin. Like her mother she is now pursuing a career in psychoanalysis, and by 1930 she is a member of the British Society. She moves in with her mother and brother Erich, while her husband Walter remains in Germany for a further four years.

1929

- Klein begins analysis of 'Dick,' a four-year-old boy, seemingly struggling with schizophrenia. His condition has since been re-described as infantile autism. This analysis and its ensuing published paper forms a key moment in Klein's development of her ideas about early psychosis and its relation to aggression and guilt.

1930

- On 5th February Klein presents a paper, 'The Importance of Symbol-Formation in the Development of the Ego' to the British Society. It forms a hugely important stage in her psychoanalytic thinking. In this seminal paper, Klein asserts that the child's capacity for symbol formation, and more broadly for the formulation of thought, are vital elements in the healthy development of the ego. This paper is truly innovative, and opened the way to a better understanding of psychotic states.

1931

- Klein takes on her first training analysand, Dr. W. Clifford M. Scott, a medical graduate from Toronto, Canada.

1932

- Klein's first major theoretical work, *The Psychoanalysis of Children*, is published simultaneously in English, by Hogarth Press (set up by Virginia and Leonard Woolf), and in German, by the Internationaler Psychoanalytischer Verlag. In it she lays the foundations for her later innovation of the paranoid-schizoid and depressive positions.

1933

- On 22nd May Sándor Ferenczi dies of pernicious anaemia, at the age of 59.
- Klein moves to 42 Clifton Hill, St. John's Wood. Paula Heimann, fleeing Nazi Germany, moves to London, and becomes Klein's secretary. She subsequently enters analysis with Klein.
- Melitta is elected member of the Institute of Psychoanalysis on 18th October. Previously an exponent of her mother's theoretical position, Melitta becomes increasingly antagonistic toward her, mounting regular, unsparing attacks against her ideas and method in Society meetings.
- Klotzel moves to Palestine at the end of the year, as anti-Semitism rages ever more violently through Europe. Klein will never see him again.

1934

- At the beginning of the year Klein starts seeing Sylvia Payne once a week, for treatment of a bout of intense depression.

Person of the Issue: Melanie Klein (1882-1960)

- Melitta begins analysis with Edward Glover, after having been previously analysed by Ella Sharpe. They become close allies against Klein in the on-going British Society infighting.
- In April, Melanie's eldest son Hans dies when a path crumbles under him as he hikes through the Tatra Mountains. He is 27. Melanie does not attend the funeral, held in Budapest, apparently too devastated to make the journey.
- Klein reads the first version of her seminal paper, 'The Psychogenesis of Manic-Depressive States' at the Lucerne Congress in August.

1935

- On 16th January Klein reads a reworked version of her 1934 Congress paper, 'A Contribution to the Psychogenesis of Manic-Depressive States,' to the British Society. The paper explains her radical, brilliant new concept, the depressive position.
- Donald Winnicott, a paediatrician and recently qualified psychoanalyst, begins analysis of Klein's youngest child Erich, at her request.
- In Germany on 15th September, the Nuremberg Laws are passed at the annual Nazi party rally. Jews are stripped of their citizenship, the right to hold influential professional positions, and the right to marry 'Aryans.'

1936

- In February Klein delivers her paper, 'Weaning,' as part of a lecture series open to the public at Caxton Hall. It will later be published as part of *Love, Guilt and Reparation and Other Works 1921-1945*.

1937

- On 19th March Melitta Schmideberg reads her paper, 'After the Analysis – Some Phantasies of Patients,' a searing attack on Kleinian analytic technique and theory.
- Klein goes into hospital in July, for an operation on her gall bladder. She writes 'Observations Following an Operation' afterward, detailing her emotional reactions to anaesthetic, surgery, and the return to childlike dependency.
- She spends August recuperating in Devon with Erich and his new wife, Judy.
- In September Klein takes a rare holiday in Italy.
- Klein and Joan Riviere jointly present 'Love, Guilt and Reparation,' based on a previous public lecture.
- Read Klein's 'Observations after an Operation'...

1938

- Emilie and Leo Pick, Klein's sister and brother-in-law, arrive in England as refugees from Nazi-annexed Vienna. They move into a flat around the corner from Klein.
- Sigmund and Anna Freud flee Vienna after the Nazis invade Austria in March. They arrive in London on 6th June. They are just a couple of a flood of refugee psychoanalysts fleeing Nazi Germany and Austria. The British Society is thus changed out of recognition.
- On the night of 9th-10th November, Nazi supporters and SA stormtroopers vandalise and destroy Jewish shops and synagogues across Germany and Austria, killing, beating and arresting Jews. This horrific pogrom will become known as Kristallnacht ('Night of Broken Glass').

Person of the Issue: Melanie Klein (1882-1960)

1939

- Early in the year the Internal Object (I.O.) Group is set up, at the suggestion of Eva Rosenfeld and Susan Isaacs, as a regular opportunity for the Kleinians to discuss and formulate their ideas for presentation to their opponents.
- On 8th March the British Psychoanalytical Society celebrates its 25th birthday at the Savoy (taking 1914 rather than 1919 as the date of inception, despite the abortive nature of the first attempt). Virginia and Leonard Woolf are among the guests, and Klein meets them for the first time.
- Arthur Klein dies in Sion, Switzerland, at the age of 61.
- On 3rd September Britain declares war against Germany.
- Klein moves to Cambridge temporarily, one of many fleeing the capital for fear of air raids.
- On 23rd September, three weeks after the outbreak of the Second World War, Sigmund Freud dies at the age of 83 after years of suffering with cancer of the jaw.
- Klein re-works 'Mourning and Its Relation to Manic-Depressive States' over the winter, a paper originally given at the 1938 Paris Congress.

1940

- Klein's sister Emilie Pick dies in London in May, of lung cancer. Klein is not with her.
- At the end of June Klein leaves London for Pitlochry in Scotland, at the request of 'Dick's' parents. Meanwhile, in London, the Battle of Britain approaches, making the capital highly dangerous. She returns to London for Christmas, missing her grandson Michael and her work there.
- Edward Glover publishes An Investigation of the Technique of Psychoanalysis, a barely disguised attack on Klein and Kleinian thought.

1941

- By the new year Klein has four patients in Scotland, Dick and his brother, and two doctors. During her time in Pitlochry she keeps up a regular correspondence with Donald Winnicott, by now a close friend and ally.
- At the end of April Klein starts analysis of ten-year-old 'Richard,' whose "unusual" set of psychical difficulties prove rich food for thought. She is soon eager to write a book dedicated to this particular case.
- At the beginning of September Klein leaves Pitlochry and returns home to London.

1942

- The first of the British Society's Extraordinary Meetings takes place on 25th February, after months and years of increasing discord and infighting among its members. They are heated and often venomously personal battles between the opposing groups in the Society – the Kleinians and Viennese Freudians – and they carry on until June. In meetings Anna Freud and Edward Glover attack Klein's legitimacy as a psychoanalyst, while Melitta Schmideberg attacks her mother with a seemingly blind rage, more personal than theoretical. It looks as though the Society may not survive this deeply divisive war of ideas and personalities.
- The first of the Controversial Discussions is held on 21st October. They are highly charged debates about the conflicting psychoanalytic theories threatening to break the Society down the middle. Klein and Anna Freud are the central opponents in the struggle. During this period Kleinian theory will be criticized vehemently, and even accused of not being psychoanalytic.

1943

- Susan Isaacs' paper, 'The Nature and Function of Phantasy' (later published in *Developments in Psychoanalysis*) is distributed to members of the Society to be discussed on the 27th January as part of the Controversial Discussions. It is a key paper in the history of psychoanalysis, demonstrating Klein's concept of infantile phantasy as intimately related to, and sprung from, classical Freudian thought and therefore resolutely psychoanalytic. The paper forms the focus of discussion at every meeting until 19th May.

1944

- After a meeting on the 24th January, Edward Glover resigns from the British Society, declaring it no longer 'Freudian,' that is, psychoanalytic.
- On 16th February Klein takes part in the Discussions for the first time in person. She delivers the paper forming the focus of the last Controversial Discussion on 1st March, 'The Emotional Life of the Infant.'
- Hanna Segal enters analysis with Klein, around the same time as Herbert Rosenfeld. Both Segal and Rosenfeld will go on to develop and expand Kleinian theory, as they push the limits of psychoanalysis in their work with borderline-psychotic and psychotic patients.

1945

- Melitta Schmideberg leaves the UK, now separated from her husband Walter, and moves to New York. She will live there until 1961, working with adolescent delinquents.
- Klein spends August on a farm with her daughter-in-law Judy and grandchildren Michael and Diana.

1946

- On 4th December Klein gives her paper, 'Notes on Some Schizoid Mechanisms' to the British Society. This is one of the most important works of Klein's career, and a pivotal moment in psychoanalytic thought, as she details the concepts of ego-splitting and projective identification.
- After much debate within the British Society, the 'A' and 'B' groups, and what becomes known as the 'Middle Group', are at last established as an urgent means of resolving the on-going and irreconcilable differences between the Anna Freudians and Kleinians. The bitter arguments that have raged through the Society for years are now at least partly assuaged, and the Society looks like it will survive.

1947

- John Rickman, a British psychoanalyst who has been in analysis with Freud, Ferenczi and Klein, is elected president of the British Society. As a member of the 'Middle Group' - neither Anna Freudian nor Kleinian - Rickman's appointment is a deliberate effort to preserve neutral government of the Society.

1948

- Susan Isaacs dies of cancer on 12th October, at the age of 63.

1949

- At the sixteenth Psychoanalytic Congress in Zurich, Klein sees her daughter Melitta for the first time in four years. They do not speak.

1950

- Some rare, silent cine footage shows Melanie Klein walking in the garden of her home in Clifton Hill at about this time. The identity of the filmmaker, and of the gentleman who appears with Klein, are unknown.

Person of the Issue: Melanie Klein (1882-1960)

1951

- In preparation for the celebration of Klein's 70th year, her colleagues and friends publish *Developments in Psychoanalysis*, including essays by Heimann, Isaacs, Riviere, Klein, and others.
- Klein's former lover Chezekel Zvi Kloetzel dies on 27th October.

1952

- Ernest Jones organises a dinner at Kettner's (29 Romilly St, Soho) to celebrate Klein's 70th birthday.
- In photograph, clockwise from left: [sitting] Marion Milner, Sylvia Payne, Eric Klein, Roger Money-Kyrle, Clifford Scott, Paula Heimann, James Strachey, Gwen Evans, [unknown], Michael Balint, Judy Klein (wife of Eric Klein), [standing] Melanie Klein, Ernest Jones, Herbert Rosenfeld, Joan Riviere, Donald Winnicott

1953

- After a period of illness and dizzy spells (and a brief spell in hospital), thought to be brought about by excessive tiredness and overwork, Klein sells her house at Clifton Hill and moves to a smaller flat at 20 Bracknell Gardens, West Hampstead.
- Klein begins work on her autobiography (never published). Professor Janet Sayers has transcribed and annotated the fragments contained in the Melanie Klein archive at the Wellcome Trust. Published in *Psychoanalysis and History*, 15(2), 2013: 127-663.

1954

- Walter Schmideberg, Klein's estranged son-in-law, dies of an ulcerous illness in Switzerland, by now long separated from his wife Melitta.

1955

- On 1st February Klein establishes the Melanie Klein Trust, something she has thought of doing for several years. She invites Wilfred Bion, Paula Heimann, Betty Joseph, Roger Money-Kyrle, and Hanna Segal to be trustees, and puts in £600 to get it going.
- *New Directions in Psychoanalysis* is published.
- Klein attends the Geneva Congress, held on 24th-25th July. On the first day, Klein delivers a paper, 'A Study of Envy and Gratitude.' It is among the most controversial of all Klein's papers, and elicits a heatedly critical reaction. Paula Heimann, by now no longer on good terms with Klein, is among those critical of the paper's assertions.
- On 24th November Klein writes to Heimann, asking her to resign as trustee of the newly established Melanie Klein Trust. Spelling the end of their long and close friendship, Heimann soon after also leaves the Kleinian group.

1956

- Klein, with the help of previous analysand Elliott Jaques, starts to sort through and order her notes on Richard. These notes will become *Narrative of a Child Analysis*, her only full-length account of a single analysis.
- On 6th May the Society marks Freud's centenary year.

1957

- The highly controversial *Envy and Gratitude* is published in June, expanded from Klein's 1955 Geneva Congress paper with the help of Elliot Jacques.
- On her 75th birthday, Klein is given a Victorian garnet and gold set of jewellery by the British Society.

1958

- Ernest Jones dies on the 11th February, at the age of 79.

Person of the Issue: Melanie Klein (1882-1960)

- Listen to a recording of Melanie Klein's voice made at around this time.

1959

- After previously being taken up and then unfinished by French psychoanalyst and philosopher Jacques Lacan, Klein's *Psycho-Analysis of Children* is finally published in a French translation by Françoise and Jean-Baptiste Boulanger.
- Klein reads her paper, 'Our Adult World and Its Roots in Infancy' to an audience of sociologists in London.
- Klein gives her paper, 'On the Sense of Loneliness' at the Copenhagen Congress in July. In it she explores the yearning for an unattainable return to the baby's first experience of an entirely devoted mother figure. The paper will later be published as part of *Envy and Gratitude and Other Works 1946-1963*.

1960

- In the spring Klein is diagnosed with anaemia, and is increasingly exhausted and physically weak.
- During the summer Klein goes to Switzerland, to Villars-sur-Ollon, determined to regain her health. Her son Eric joins her, but by this time she has grown dangerously ill. She returns to England and is immediately taken to hospital. Colon cancer is diagnosed and Klein has an operation at the start of September. The operation seems at first to have been successful, but complications arise after she falls out of bed and breaks a hip. Melanie Klein dies on 22nd September.
- She is cremated at Golders Green Crematorium, her funeral attended by many friends and colleagues. Melitta is not there.

QUOTES

"One of the many interesting and surprising experiences of the beginner in child analysis is to find in even very young children a capacity for insight which is often far greater than that of adults. "

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Emotions and Brain Waves

Dr. Aparna Ashtaputre- Sisode^{1*}

Emotions play an important role in everyone's life. The brain waves tell us the difference in the emotions the person is going through. This research studies the alfa brain waves in happy and sad emotion. For doing the research EEG machine is used and to elicit the happy and sad emotion movie clips are used. The result show there is difference in the Alfa waves in happy and sad emotions.

Keywords: *Happy emotion, Sad emotion, Alfa Waves.*

Emotion is a subjective experience of prolonged feelings. The term 'emotion' has been derived from the Latin word "emovere" which -means 'to move', 'to excite', 'to stirrup', or 'to agitate'. Arousal-behaviour is emotion, which is an affect-laden state of the organism. When we say that we love, fear, and hate. Some of the other emotions are joy, acceptance, surprise, sadness, anger, and disgust etc. emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. Emotionality is associated with a range of psychological phenomena including temperament, personality, mood and motivation. According to author David G. Meyers, human emotion involves "...physiological arousal, expressive behaviors, and conscious experience." Emotion is an acute disturbance of the organism as a whole, psychological origin involving behaviour, conscious experiences, and visceral functioning. In emotion, the total behaviour including the receptors, effectors nervous systems, and related psychological processes is affected. The major theories of emotion can be grouped into three main categories: physiological, neurological, and cognitive. Physiological theories suggest that responses within the body are responsible for emotions. Neurological theories propose that activity within the brain leads to emotional responses. Finally, cognitive theories argue that thoughts and other mental activity play an essential role in the formation of emotions.

Traditionally, EEG-based technologies were used only in medical applications like epilepsy and seizures. *The electroencephalogram (EEG) is a measure of brain waves and used in the*

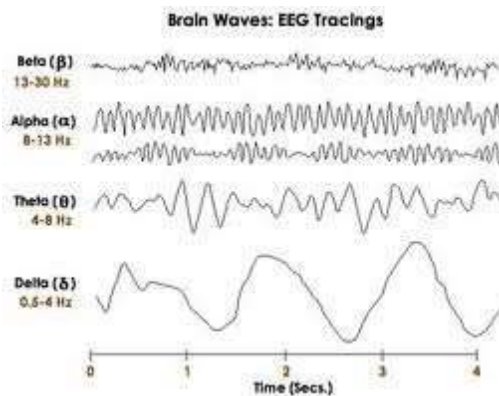
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Emotions and Brain Waves

*evaluation of brain disorders. EEG signal are the effect of the superimposition of diverse processes that takes place at a point of time in the brain. It uses the electrical activity of the neurons inside the brain. When the neurons are active, they produce an electrical potential. The combination of this electrical potential of groups of neurons can be measured outside the skull, which is done by EEG. The neurons of the brain produce together a rhythmic signal that is constantly present. This signal can be divided into several bands, based on the frequency: i. **Delta band:** The delta band is the frequency band up to 3Hz. Delta activity is mainly seen in deep sleep. ii. **Theta band:** The theta band consists of frequencies between 4Hz and 7Hz. This activity can be observed with drowsiness or meditation. iii. **Alpha band:** The alpha band is the so-called 'basic rhythm' and contains the frequencies between 8Hz and 12Hz. It is seen when people are awake, and is known to be more apparent when eyes are opened. iv. **Beta band:** The beta band contains frequencies between 13Hz and 30Hz. This band is apparent with active thinking or concentration.*



Beta waves are connected to an alert state of mind, whereas alpha waves are more dominant in a relaxed person. Research has also shown a link between alpha activity and brain inactivation, which also leads to the same conclusion. This beta/alpha ratio could therefore be an interesting indication of the state of arousal in the subject.

This study is a first and a small step to understand the relation between the brain waves and the emotional state. In this research only alpha and beta waves are studied in relation with the happy and sad emotion.

Lee Y-Y, Hsieh S (2014) did a study which aimed to classify different emotional states by means of EEG-based functional connectivity patterns. Forty young participants viewed film clips that evoked the following emotional states: neutral, positive, or negative. Three connectivity indices, including correlation, coherence, and phase synchronization, were used to estimate brain functional connectivity in EEG signals. Following each film clip, participants were asked to report on their subjective affect. The results indicated that the EEG-based functional connectivity change was significantly different among emotional states. Furthermore, the connectivity pattern was detected by pattern classification analysis using Quadratic Discriminant Analysis. The results indicated that the classification rate was better than chance. We conclude that estimating

EEG-based functional connectivity provides a useful tool for studying the relationship between brain activity and emotional states.

Lauren Hanson, et al (2014) Alpha waves are most prevalent when eyes are closed or are exposed to visual stimulus. The purpose of this study was to test if change in emotions due to visual stimuli would appear in alpha waves on an EEG. Participants were shown three videos that stimulated happy, sad, and scared emotions, which were then compared to a baseline alpha wave measurement. All 10 participants were shown the same three videos and went through the same procedure. The control of this experiment was the baseline alpha wave measurement that was taken at the beginning for each participant. Through statistical analysis and the use of an ANOVA, it was found that the data collected was not statistically significant. The p-value found was 0.322, which was greater than the significance value of 0.05. The data found was not significant meaning that there was not enough difference between the baseline alpha waves and the emotional alpha waves, therefore emotion cannot be detected through the use of alpha waves.

Du, Ruoyu; Lee, Hyo Jong (2014) Many researchers reported successful emotion classifications. The aim of this study is to find out neuro-physiological characteristics of brain waves while affective pictures elucidate emotion. Ten healthy college students volunteered for the stimulus experiment with the standard IAPS affective pictures. All brain waves showed active pattern over four lobes of brain. The significances of emotion change were found frontal lobe and Occipital lobe for Alpha band. Beta and Gamma band also showed significance for emotion change around parietal lobe. This study revealed the basic waves of Alpha, Beta and Gamma changed significantly at limited location due to changed emotional status.

Ahmed, Mohammed Abdulkareem (2013) The important role of communication between human's brain and computer has been increased during the last years. In this research, the main focus of this thesis is analyzing brain waves that associated with the internal emotion of human. The analysing process is achieved by reading the EEG signals from user brain. NIA device is used in this research to read the signals from the frontal lobe of the brain. This study is based on reading brain wave signals in order to be represented as an avatar facial expression. The aim of this research is to show the influence of alpha and beta brain waves toward emotion classification through EEG signal. In addition, the research is analysing brain signals in order to represent happy and sad emotions. The classification of human emotion through brain computer interface can be interpreted through speed of brain waves signal. The velocity is used to calculate the speed of brain signals for each emotion. The results proved that the velocity of sad emotion is faster than happy emotion. As a conclusion, this research shows the speed for each emotion which can be used to specify the internal emotion characteristic of a user. User emotion is represented as a facial expression of virtual human in 3D environment. These results can be used to create a good classification because it specifies the average of speed for each emotion.

METHODOLOGY

Objective of the study:

- The objective of the study was to understand.
- Brain waves in happy emotions and sad emotions.

Hypotheses:

Alfa waves will be high in happy emotion than sad emotion

Sample:

Two volunteers of 22 yrs age were in the study. One was male and other was female. With the help of EEG 40 Alfa waves were taken for the study.

Research Tool:

- Video clip of sad and happy emotion, the clip were from popular movie 3IDOT. Each clip was shown for 10 min. At the same time brain waves were recorded.
- EEG machine- The machine recorded the waves of the brain. For the study only Alfa waves were studied.

Procedure of data collection:

The sample was shown the clips of 3IDOT movie. The sad and happy clip was shown for each 10 min. this was carried out for four days. The values of EEG for 2 sec were taken. This was done to avoid the artifacts like the moment of eyes, muscular moments. Due to this the values differ on a large scale. The experiment was done on 2 samples so we got 40 Alfa for each sample.

RESULT AND DISCUSSION

Table no :1 Showing value of Alfa waves for happy and sad emotions

Alpha Waves	Mean	SD	N	df	t value
Happy Emotion	5.64	6.06	40	78	2.46*
Sad Emotion	3.24	1.02	40		

*significant at 0.01 level (1.99)

From the above table it is clear that there is difference in the alpha waves of happy and sad emotions. The mean of happy emotion is 5.64 and SD is 6.06. here the SD is more than the mean this is due to the some very extreme values in the Alfa waves. The mean for sad emotion is 3.24 and SD id 1.02. The t value is 2.46 which OS significant at 0.01 level.

Here the hypothesis “Alpha waves will be high in happy emotion than sad emotion” is accepted. When the individuals are awake and alert, there brain is operating in the beta state of activity. Beta waves are fast. Beta brainwaves are important for effective functioning throughout the day,

but they also can translate into stress, anxiety and restlessness. The voice of that “nagging inner critic” can get louder the higher you go into the Beta range.

When a person is happy he or she is very excited and full of energy, enthusiastic. When they are happy and are relaxed and do not have any sort of stress or very low stress alpha waves are seen. As we know that the Alpha waves Frequency range: 8 Hz to 12 Hz (Moderate) and it promotes feelings of deep relaxation. Alpha brainwaves are present during quietly flowing thoughts, but not quite meditation. Alpha is ‘the power of now’, being here, in the present. Alpha is the resting state for the brain. Alpha waves aid overall mental coordination, calmness, alertness, mind/body integration and learning. So here while seeing the happy scene from the movie the sample felt relaxed than at the time of sad emotions.

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Job Satisfaction and Job Stress among Bank Employees in

Rajshahi City: A Field Study

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ABSTRACT

The study focuses on exploring the job satisfaction and job stress of bank employees. The sample of the study comprised of respondents selected purposively. Job Satisfaction Scale (Abdul Khaleque, 1995) and Occupation Stress Index (Md. Abdul Latif and Sabina Sultana) were used for data collection. Results revealed that two-third of the participants are satisfied with their jobs and almost one-third of the bank employees have low job stress. The result also revealed that there is no significant correlation between job stress and job satisfaction.

Keywords: *Job satisfaction, Job stress, Bank employees*

Job satisfaction and job stress are the two most widely studied topics in the present world. A major part of man's life is spent in work. It is a social reality and social expectation to which man seems to confirm. Job satisfaction degree is in fact determined by the ratio between what we have and what we want in our life. Human have to adjust continuously with the changing environment. When a person becomes successful with his job, he feels satisfied and job satisfaction is essential for uprising production. The worker who achieves more is highly satisfied with his job. Future expectation of an employee also influences his job satisfaction level. Job satisfaction is a unique concept (Rollison et al., 1998), but today it is seen as a very complex cluster of attitudes towards different aspects of the work. It is also a pleasurable or positive emotional state and it is related to the work that individual performs. Job satisfaction is the attitude of worker toward his occupation, rewards which he gets social, Organizational and physical characteristics of the environment in which he does his working activities. Job satisfaction can be regarded as one aspect of life satisfaction; experiences on the job influence perceptions off the job, and vice versa (Davis & Newstrom, 1989). There are some factors in job satisfaction. Some important facets for job satisfaction are pay, promotion and promotion opportunities, co-workers, supervision and the work itself.

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Stress is an adaptive response to a situation that is perceived as challenging, loss or threatening to the well-being of the person. Stress is the non-specific response of the body to any demand made upon the mind and body. It is a subjective experience which is determined by some internal and external environmental factors. Risk factors for stress-related illnesses are a mixture of personal, interpersonal, and social, hopelessness, extreme fear or anger, and cynicism or distrust of others. Job stress is a situation in which some characteristics of the work situation are thought to cause deterioration of psychological or physical health, or to cause risk factors. Job stress is the outcome of various organizational and individual stressors. The organizational stressors or characteristics, which cause stress, are role conflict, ambiguity, overload and task demand. At its best, the presence of job stress can be a motivator that urges the individual to strive for excellence. However, excess amounts of job stress can lead to a lack of productivity, a loss of confidence, and the inability to perform routine tasks. As with other forms of tension, job stress can eventually affect both physical and emotional well being if not managed effectively. As a result, quality employees lose their enthusiasm for their work and eventually withdraw from the company. More satisfied workers are less likely to leave their employer (Clark, 2001), have lower rates of absenteeism (Clegg, 1983) and have higher productivity (Mangione and Quinn, 1975). Some internal factors of job stress may be poor working condition, shift work, long working time travel, risk, salary, person-job mismatch, new technology, and work over under load. A study showed that job stress is higher for the employees dissatisfied with their jobs than the satisfied ones (Rahman and Sorcar, 1990). It is also showed in another study that a positive correlation is found between job satisfaction and job performance which in agreement with the popular 'human relations' view that a satisfied worker is a more productive worker.(Haque,1992). Both satisfaction with pay and job security are the most important job satisfaction categories for determining future quits, while satisfaction with promotion opportunities is not a significant factor (Clark, 2001). Job stress also depends on gender and personality. In a study, where results show that as compared to male workers greater number of female workers consider their job stressful. The result also revealed that the female workers reported comparatively more health complaints than the male workers (Wadud, 1996).

Banking sector of Bangladesh is one of the major sectors and it contributes significantly to the national economy. The sector comprises a number of banks in various categories. The major profitability of bank depends on the performance of the employees. So, employee's satisfaction and lower stress regarding their job is important.

OBJECTIVES OF THE STUDY

The broad objective of the study was to investigate the job satisfaction and job stress of bank employees in Bangladesh.

Rationale of the Study

The bank sector of Bangladesh has becoming a dominant source of our economy day by day. The work pressure in this site is also rising. So, it has become important to be concerned about the mental well-being of the employee. Besides, their job satisfaction level also must be known. It is hoped that if a research can be done, the stress level and the satisfaction of the employee will be identified. It will broaden the research aspect in this area and will also help the employee to reduce their stress level. It is hoped that the employee will be more satisfied with their occupation by proper management which can be theorized by such research work.

Hypotheses of the Study

H1: Bank employees have higher job satisfaction as compared to job stress.

H2: There is a negative correlation between job satisfaction and job stress.

METHODS

Sample

A total of 80 respondents constituted the sample of the study. The respondents were selected purposively for this study. The target groups were the bank employees of Rajshahi city. The selected banks were South East Bank Limited, Islami Bank Bangladesh Limited, Trust Bank, Pubali Bank, First Security Islami Bank, National Bank Limited, Janata Bank, Bank Asia, NCC Bank, Eastern Bank and Prime Bank. At first a form was set for collecting the personal information of the participants such as name, age, educational qualification, occupation, monthly income etc and after that the main instruments 'Job Satisfaction Scale' and 'Occupation Stress Index' were administered on the sample.

Instruments

The following measures were used to collect data of the present study: (1) Personal information form (PIF), (2) Job Satisfaction Scale (JSS) and (3) Occupation Stress Index (OSI).

Personal Information Form (PIF): A questionnaire was set for collecting the personal information of the subjects such as name, age, educational qualification, occupation, monthly income, working hour etc.

Job Satisfaction Scale (JSS): The Original version of job satisfaction scale was in English Language, which was developed by Bray Field- Rothe (1955). To measure the employee's job satisfaction, Bengali version of 18 items job satisfaction scale was used by Abdul Khaleque (1995). In scale consists of 18 items, among which are 9 positive and 9 negative items. For every item have 5 possibility answers. For positive item, score 1 indicates 'Strongly Disagree', score 2, 'disagree', score, 3 'undecided' score 4, agree and score 5, 'strongly agree'. For negative items scoring was in reverse order. The sum of scores of all items was total score of the scale for an individual. The lowest score is 18, highest score is 90 and neutral point is 54. Higher score

indicates more satisfaction with their job. The reliability and validity of Bray Field-Rothe scale are .87 and .93 respectively

Occupational Stress Index (OSI): Occupational Stress index (OSI) purposes to measure the extent of stress which employees perceive from various constituents and conditions of their jobs. The original version of the Index was in English Language, which was developed at Banaras Hindu University, India. In the present study, we have used Bengali version of the index translated by Md. Abdul Latif and Sabina Sultana, Department of Psychology, University of Rajshahi, Bangladesh. The scale, consists of 46 items among which are 28 'True-Keyed' and 18 were 'False-Keyed' and each of which is rated on a Five point scale.

Procedure of Data Collection

In this research study, confidentiality was maintained and all participants were assured that the information only be used as a field study to see the job satisfaction and job stress among the Bank employees. Furthermore, the purpose of the study was cleared to participants before to the survey being conducted. Job satisfaction scale was in 5 point and 9 items indicated positive attitude, 9 items negative attitudes. The employees asked to rate the given symptoms in the 5 possible answer on which 'strongly True', 'True,' 'Neutral,' 'False' and 'strongly False' options were given. For the positive attitude of 9 items these 5 possibly answer was denoted by 5,4,3,2,1. On the other hand for the negative attitudes of 9 items 5 possibly answer was denoted as 1,2,3,4 and 5. The employees also asked to rate the given symptoms in the OSI of 5 possible answer on which 'strongly disagree', 'Disagree', 'Undecided', 'Agree', 'strongly agree'. For the 28 'true-keyed' the 5 possible answer was denoted by 1,2,3,4,5 and For the 18 'false-keyed' denoted by 5,4,3,2,1. Data of all participants were collected from different government and private banks. The investigator was able to establish rapport with the participants. As a result, the samples gave answer correctly with sincerity.

Scoring

The score range of JSS and OSI are as follows-

Table 1: The score range of JSS

Score range	Dissatisfied/Satisfied
Below 54	Dissatisfied
Above 54	Satisfied

Table 2: The score range of OSI

Score	Levels of occupational stress
46-127	Low
128-127	Moderate
151-230	High

RESULTS AND DISCUSSION

Table 3: The number of satisfied and dissatisfied employees with their Corresponding percentages (N=80).

Job satisfaction	Number	Percentage
Dissatisfied	20	25%
Satisfied	60	75%

The above table shows that, the scores of 20 respondents of the samples were below 54, that indicates dissatisfaction range of Job and the corresponding percentage was 25%. 60 of the respondents of samples were scored above 54 that indicate satisfaction range of job and the corresponding percentage was 75%. The table shows that two-third of the employees are satisfied with their jobs.

Table 4: The Score of job stress and corresponding percentage (N= 80).

Score range	Number	Percentage
Low (46-127)	61	76.25%
Moderate (128-150)	16	20%
High (151-230)	3	3.75%

The above table shows that the scores of 61 respondents of the samples were (46-127) that was the “Low” range of occupational stress or Job stress. That is 76.25% employees have lower job stress. On the other hand, 3.75% employees have high job stress and 20% of the employees have moderate job stress.

Table 5: The mean score and standard deviation of job satisfaction and job stress among bank employee

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Variable	Mean	Std. Deviation	Number
Job Satisfaction	62.40	9.62	80
Job Stress	110.40	5.47	80

From table-5 it is seen that the mean score and standard deviation of job satisfaction is 62.40 and 9.62, respectively. On the other side, the mean score and standard deviation of job stress are 110.40 and 5.47, respectively.

Table 6 Correlations between job satisfaction and job stress among bank employee

Variable	Job satisfaction	Job stress
Job satisfaction	-.051	
Job stress		

* *Correlation is significant at the 0.05 level (2-tailed).

The above table shows that the coefficient of correlation is -.051. This indicates that, negative correlation exists between job satisfaction and job stress is very weak and thus not significant. So, there are no significant correlation between job satisfaction and job stress.

The overall result indicates that most of the bank employees of Rajshahi city are satisfied with their jobs. It can be inferred from the result that bank employees of Bangladesh have better satisfaction level with their jobs. Along with this, it can be inferred that they have low job stress though few of them have high stress level related to their jobs.

Unfortunately, due to time and costs issues, this study could not be conducted over a large part of the country. In spite of some limitation of the study, the results found from the study will provide valuable and significant information to the people, further researchers and knowledge seekers of Bangladesh. Thus, this study would provide an insight to take necessary steps to improve the satisfaction level

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Marital Adjustment among Women: A Comparative Study of Nuclear and Joint Families

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Marital adjustment denotes emotional stability, intellectual efficiency and social effectiveness people. The present study is an attempt to ascertain the level of marital adjustment among women with reference to their type of family belonging to Madhya Pradesh. For the conduction of study a sample of 120 women (nuclear family=60 & joint family=60) was purposively selected. The measure used for data collection was Pramod, K.; Kanchana, R. Marital Adjustment Scale. The data was analyzed by computing Means, SD, & t-test. The results revealed that there was a significant difference in marital adjustment among women of nuclear and joint families. The women belonging to nuclear showed higher levels of marital adjustment as compared to women of joint families.

Keywords: *Marriage, Marital Adjustment, Family.*

Marriage is a very divine and pure thread which binds two souls together. Individual is a universe and marriage merge two universe and permits them to move parallel.

One definition of adjustment is adaptation behavior that permits us to meet the demand of the environment (Kalpana, D. B.; Pravin, A. B., 2013). Marriage is by far the most important personal relationship for any person and has been described as the most intimate, delicate and far reaching relationship between man and woman. The stability and continuity of a marriage is important not just to the members of the marital dyad, but to their family and community as a whole. Traditionally, in Indian culture, people expected their marriages to be arranged by their elder extended kin who continued to play a significant role in the couple's lives. Marriage has been discussed in terms of the interdependence between two individuals (Lewin, 1948) and what happens to one individual is likely to influence the other. As a function of the interdependence in relationship, the nature of the relationship may undergo transformation to accommodate the changes in the partner's health and behavioural status (Kerns & Turk, 1985). Marriage is for pleasure, happiness and peace of mind on account of satisfaction through interactions with

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others, trust, understanding and fulfilling social obligations and enriching personality development (Goel et al., 2013).

Marital adjustment denotes emotional stability, intellectual efficiency and social effectiveness people. Marriage is the key to whole some adjustment involvement and satisfaction. Marital adjustment seems complex than it may appear. Basically, in marriage, two persons adjust to each other's sensory, motor, emotional and intellectual capacities. On the personality level they must adjust together to their total environment, including such matters as a new household, children, provision and preparation of food, relatives, friends, relations and work (Fonseca, 1966). The success of marital life much depends upon the success in marital adjustment by the husband and wife. Marital maladjustment results in conflicts and tensions and many a time divorce.

Marital adjustment is a process which is created during couples' life because it is necessary for taste conformity, person's traits recognition, behavioral rules creation and relational models formation. Thus, marital adjustment is an evolutionary process between a couple (Aminjafari, 2012). Marital adjustment has been related to personality, job & home stresses, mental illness, depression, education, sex role attitude, happiness and success in life (Hashmi et al, 2007).

Marital Problems

A background of patterns of marital interactions, roles, and power in India is essential before we review research on marital problems. However, studies on family in India have generally concentrated on the joint family, with a patriarchal structure. It has been largely recognized that conjugal relations have little significance in the joint family (Ramu, 1988). Consequently, marital interaction, role, and power have received scant attention. The few studies that are identified in this area are grouped and described below.

Marital Adjustment versus Maladjustment

Marital adjustment refers to a state of accommodation which is achieved in different areas where conflict may exist. Srivastav, Singh, and Nigam (1988) studied the effect of certain demographic characteristics such as age differences, duration of marriage, education, occupation, socio-economic status, and number of children on marital adjustment. The analysis indicated that age difference between husband and wife highly contributed towards marital adjustment. Secondly, differences in educational level of the spouses were more evident in the maladjusted couples. Shukla (1988) observed that as compared to the single career couples, more of the dual career couples expected that the husband and the wife should be about equally responsible for the provider and the housekeeper roles, and evaluated the wives more favorably in the provider role and the husbands in the housekeeper roles. It is interesting, though, that in both the groups, wives derived greater happiness in their marriages when they were satisfied with the housekeeper role and evaluated their husbands favorably in the provider role.

Family

The term family is derived from the Latin word 'familia' denoting a household establishment and refers to a "group of individuals living together during important phases of their lifetime and bound to each other by biological and/or social and psychological relationship" (Sethi, 1989). The group also includes persons engaged in an ongoing socially sanctioned apparently sexual relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children (Sethi, 1989). Unlike the western society, which puts impetus on "individualism", the Indian society is "collectivistic" in that it promotes interdependence and co-operation, with the family forming the focal point of this social structure. The Indian and Asian families are therefore, far more involved in caring of its members, and also suffer greater illness burden than their western counterparts. Indian families are more intimate with the patient, and are capable of taking greater therapeutic participation than in the West.

Family may be broadly defined as a unit of two or more persons united by marriage, blood, adoption, or consensual union, in general consulting a single household, interacting and communicating with each other (Desai, 1994).

There was virtually no scope to exit without being a member of a family. According to Census of India (Ministry of Home Affairs, 1991), Indian families comprise largely of nuclear family structure with joint families forming about a fifth of the total households (Census of India, 1981).

OBJECTIVES

- 1) To study marital adjustment of women with reference to their type of family (nuclear and joint families).
- 2) To study significance of difference of marital adjustment among women with reference to their type of family (nuclear and joint families).

Hypothesis:

H₀₁: There is no significant difference in marital adjustment among women with reference to their type of family (nuclear and joint families).

METHODOLOGY

Design:

The independent variable in this study, i.e., type of family categorized in two levels (nuclear & joint families) and dependent variable i.e., level of marital adjustment. The sample was compared with reference to demographic variable 'type of family' (nuclear & joint families). The data collected from the sample was analyzed by various statistical techniques such as Mean, SD, and t-test with the help of SPSS.

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Sample:

The research consists of 120 married women of M.P. (nuclear families=24 & joint families=24), who were selected by purposive sampling.

Inclusive criteria: The selected are married women and permanent residents of Madhya Pradesh. They fall in the age group between 22 to 40 years and all are non-working women.

Exclusive criteria: Unmarried women who do not belong to Madhya Pradesh and does not fall in the age range of 22-40 years. Working women are also excluded.

Calculation:

A standardized questionnaire was distributed to a purposively selected sample of 120 married women of M.P. The questionnaire consisted of structured questions with dichotomous options. For achieving the desired objectives, the collected data was analysed by using the following statistical techniques:

Descriptive statistics such as Mean, SD etc. was used in order to make raw data tangible.

t-test was used to assess the significance of means difference between different variables.

Tool Description:

The following standard tool was administered to gather the information from the participants for the present study:

Marital Adjustment Scale

The Pramod Kumar and Kanchana Rohatdi's Marital Adjustment scale is a simple measure of marital adjustment. The measure can be used as a brief screen to identify degree of marital adjustment. The scale involves 25 questions with dichotomous options (Yes / No). A 'yes' response is assigned a score 1 except for items 4, 10 and 19 in which case reverse is applicable. The sum of these values gives the marital adjustment score for the husband or the wife. Since the responses contributing towards marital adjustment are given a score, the higher the total score, the higher would be the marital adjustment of the husband or wife.

Reliability: The split-half reliability, correlating odd-even items, applying the Spearman-Brown formula for doubling the test length, was found to be .49 (N=60) with an index of reliability of .70. The test-retest reliability was also studied. It was found to be .71 (N=60) with an index of reliability of .84. The retest was given with a time interval of 3 weeks. The r-values, .49 and .71 respectively, were found to be significant at .01 levels, showing that the questionnaire was reliable both in terms of its internal consistency and stability of scores.

Validity: The face validity of the questionnaire appeared to be fairly high as the items were prepared following intensive interviews of 100 married couples regarding their concept of happy married life. The content validity was adequately assured as only those items were selected for the initial questionnaire for which there was 100 percent agreement among the judges. The

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questionnaire was also validated against Singh's Marital Adjustment Inventory (Singh, 1972). The coefficient correlation between the questionnaire and Singh's Marital Adjustment Inventory for a group of 20 wives was found to be .71 with index of reliability of .84.

RESULTS AND DISCUSSION

Table 3.1: Showing means difference of marital adjustment among women of nuclear and joint families.

Independent Samples Test

Type of Family	N	Mean	SD	t	df	Sig. (2-tailed)
Marital Adjustment Nuclear	60	19.45	3.629	6.418	118	.000**
Joint	60	15.36	3.364			

** Significant at 0.01 level of significance.

The table of group statistics presents the total no. of respondents falling in each group (nuclear=60 & joint=60). The mean of respondents belonging to nuclear families were found 19.45 and the mean of respondents from joint families were 15.36. The difference between the means of these two groups is 4.1; the difference between the *SD* of two groups is .035. The difference of means is fair.

While analysing the means of two independent sample t-tests, results depicted that there is a statistically significant difference between the means of two groups (nuclear & joint family type) ($t = 6.418$, $df = 118$, $p < 0.01$).

Hence, it can be concluded that we can reject our H_{01} "there is no significant difference in marital adjustment among women with reference to their type of family (nuclear and joint families)" and say that there is a significant difference of marital adjustment in nuclear and joint families.

DISCUSSION

One of the most important relationships between a man and woman is marriage. It involves emotional and legal commitment that is very crucial in any adult life. People marry for many reasons like love, happiness, companionship, desire to start their own family and physical attraction. Positive marital adjustment means a woman is not sacrificing her own comfort zone due to the demand made by her family and spouse. While on the other hand, if a woman is sacrificing her basic requirements as well as her comforts, then it is considered as an unhealthy adjustment in her married life.

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The purpose of the study was to study marital adjustment of non-working women with reference to their type of family (nuclear & joint families). The hypothesis of the study was that there would be no significant difference in marital adjustment among women with reference to their type of family (nuclear and joint families) is rejected. To check this difference t-test was used. The result of the present study showed that there is a significant difference in marital adjustment among women with reference to their type of family.

It was found that the women belonging to nuclear families showed higher levels of marital adjustment when compared to women of joint families. So the hypothesis is rejected. This result is similar with other studies such as Dhruv Tanwani (1997). While on the other hand the study conducted by Sumaira Rashid (2014) produced the opposite results that women marital satisfaction is better in joint families as compared to nuclear family system. The results of these studies showed that women belonging to joint families enjoy the joint responsibility. The reason may be is that women belonging to joint families are to more difficulties of life and hardships of lives. They have bigger challenges to meet. They have to work in parallel to other women in the family. They may have more fatigue and discomfort. In such an environment they may not be in a position to receive love and time from their partner. There may be other factors also.

CONCLUSION

Family has been recognized as a basic unit of society and is a link between individual and community. The structure of the family continues to be patriarchal. The aim of the present study was to examine the marital adjustment among women with reference to their type of family. So, it can be concluded that the marital adjustment of women belonging to nuclear families is higher than those women who are living in joint families. This is a signal of increasing nuclear families that marital adjustment is possible only in individual families. But the utility of joint families can't be denied because of its nature of joint responsibility.

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Organizational Justice in Relation to Competence, Commitment and Self Motivation

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ABSTRACT

For the effective functioning of an organization, it is important for its employees to perform effectively. The level of organizational justice perceived by the employees affects their individual level of competence, commitment and self motivation to a great extent. And this in turn affects the employee's level of performance within the organization. Organizational justice are of four types, Distributive relating to distribution of resources, Procedural relates to fair execution of procedures, Interpersonal relates to relationship shared with the co-employees and interpersonal relates to the way things are communicated to the employees. All these types of justices when met in accordance to the need of the employees working within the organization leads to better functioning and productivity. The current study aims to study and analyze the level of Organizational Justice in relation to Competence, Commitment and Self Motivation. It was hypothesis that Organizational Justice will share a significant relationship with Competence, Commitment and Self Motivation. The study reported that there exists a positive and direct relationship between Organizational Justice and Competence, Commitment and Self Motivation. With an increase in the level of organizational justice the level of CCSM will increase and with a decrease in the level of organizational justice the level of CCSM will decrease.

Keywords: *Organizational Justice, Competence, Commitment, Self Motivation*

Organizational psychology is the scientific study of human behaviour within organization and about the various psychological theories that can be applied for its betterment. The application of theories of organizational psychology can be seen in all branches of an organization functioning at it's best for constant enhancement in the level of prosperity. But here we shall talk about the importance of the role played by organizational psychology in relation to the level of justice prevailing and its effects on the performance of the employees. Organizational psychology is that branch of psychology which deals with employee behaviour and well being, resulting in overall

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organizational prosperity. It focuses on various aspects of employee wellbeing and behaviour. In recent times it has been seen that organizational justice has come out to be a relevant factor among those affecting the work attitude of employees. Most dominantly it affects the level of work commitment, competence and self motivation of an employee.

Organizational justice was first postulated in the year 1987 by Greenburg. It refers to how an employee perceives an organization's actions, decisions and behaviour and how this pattern of perception ultimately affects the behaviour and attitude of the employee in the long run. Organizational justice relates to how an employee judges the behaviour of an organization and the employee's resulting attitude and behaviour. How well an employee perceives the justice prevailing within the organization depends on various factors such as:

- fair treatment,
- healthy work environment,
- basic pay schemes,
- recognition of efforts,
- availability of prerequisites,
- reinforcements etc.

These factors directly affects three main variables namely, work commitment, competence and self motivation. For any organization to work effectively it is mandatory to comply with the basic justice needs of an employee. This results in increasing the level of job satisfaction among the employees to great extent, thereby contributing in high rates in the overall productivity of an organization.

In today's scenario where exists cut-throat competition among various organizations especially when it comes to how well do they manage and function, organizational justice turns out to be a major factor of analysis. Those organizations which makes sure that the level of justice prevailing is fair gains more economic stability as compared to those which is not able to maintain such fair levels of justice. Employees get attracted more towards such organizations which takes into consideration even the smallest of elements which acts as a recognition to their basic requirements or needs. They feel comfortable and encouraged to put in their efforts into such organizations.

While understanding and managing organization behavior, among the various elements that are taken into consideration, organizational justice should exist among the priorities. The level of prevailing justice not only and its complete analysis in depth would help in not only understanding the functioning of the organization from an employee's point of view, but also will throw light on the level of effective functioning capabilities of the managing team. The concept of Organizational Justice has emerged from the Equity Theory, given by Adams 1963 and 1965. The theory explains how the judgments on both equity and inequity can be derived from the comparisons made between one self and all others based on the various inputs and outputs. Inputs refer to the level of knowledge or efforts of an individual while outcomes comprises of

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recognition, pays and perks. Organizational justices are of four basic types namely; Distributive, Procedural, Informational and Interpersonal Justice.

Distributive Justice: Refers to the equal distribution of resources in an organization. It relates to the fairness that prevails in the distribution of resources, both tangible and intangible. Tangible resources refer to pay schemes and bonuses whereas intangible resources refer to the appreciation or praise received for one's efforts.

Example: The employees of any particular organization would feel content about the level of justice prevailing within the organization only if he/she finds that there has been fair distribution of salary packages in accordance to the posts, distribution of perks and bonuses have been fairly done etc.

Procedural justice: It refers to the level of justice that prevails during various organizational processes. The employees perceive this justice according to the extent to which they hold a say in the decision making and processing of an organization. They should be made aware of the accuracy, authenticity and validity of the processes that has been decided to put into execution for achieving desired results.

Example: For any employee the level of perception of organizational justice would be high if he/she feels the right to have a say in the important decision making process of the organization, like in terms of planning and execution of procedures of any major changes thought of by the company.

Informational justice: It relates to the degree to which employees are provided information regarding various activities and procedures of an organization. It is positively perceived by the employees when they are appropriately informed about the various informations that relates to the functioning of an organization.

Example: When an employee is well informed about both major as well as minor informations that are mandatory for him/her to be aware off. Communication chain thus within an organization calls for an effective smooth processing, avoiding any confusions or complexities.

Interpersonal justice: It defines the justice perceived by the employees on the basis of the treatment that they receive, approach their higher authorities and third parties have towards them. It requires the authorities to appropriate their employees in a polite, dignified, and respectful manner.

Example: When an employee enjoys the kind of work environment he is being provided with, wherein he can interact, discuss and communicate things with both his higher officials as well as subordinates with least of inconvenience and awkwardness.

Organizational Justice in Relation to Competence, Commitment and Self Motivation

Organizational justice holds immense importance in all forms for effective functioning of any organization. In all stages and phases it determines the level of performance of the people working within the organization. For constant assurance of better quality of performance on part of those working in an organization the level of level and quality of justice has to be assured constantly. Few importance of organizational justice are listed as following:

- Increased organizational citizenship behavior
- Increased level of contribution on part of the employees
- Increased level job satisfaction
- Increased level of organization productivity
- Increased level of organizational goodwill
- Increased level of innovation among employees
- Smooth functioning of the organization
- Least amount of organizational conflicts
- Better decision making processes.

Thus organizational justice is said to be a multidimensional construct comprising of four different types of justice. It derives its roots from the Equity Theory of Adam, in year 1963-1965. This theory explains that the judgment of equity and inequity is derived from the comparison done between oneself and others based on inputs and outcomes. Input refers to what an employee is perceives to be contributed in organizational productivity and outcomes refers to what an employee perceives to receive as a result of his/her contributions.

For effective and efficient working of an organization, it is important to comply by these four types of justice to the right extent. Especially if an organization is willing to enhance the level of commitment, competence and self motivation among its employees, for attaining better developmental results.

Work Commitment refers to the extent to which an employee is willing to put in his utmost efforts, making best use of his potential, with an aim to contribute best results in organization's productivity. An employee feels committed towards work when he feels that his efforts are being recognized or when he is fairly awarded his dedicated performance.

Competence refers to an employee's confident approach towards overall betterment, by having faith on his existing capabilities, and making all possible efforts to enhance one's performance level with a positive spirit. Competence of an employee guarantees the level of efficiency he is likely to possess and the level of contribution he is likely to make in the process of productivity.

Self motivation refers to the triggering emotion that acts as a constant resource that helps an employee to keep putting in his best efforts for desire results, come what may. These motivational factors are required to be positive, realistic and have a long lasting effect, so that it

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may help in making an employee feel positively attached to his work tasks and work environment.

There exists a direct relationship between Organizational Justice and Work Commitment, Competence and Self Motivation. It is well observed and understood that; higher the level of justice in an organization, higher will be the level of work commitment, competence and motivation among the employees.

There are various factors that affect the relationship of organizational justice with that to the level of work commitment, competence and self motivation. Higher the discrepancies among these factors, more adversely will the relationship between both be affected. Hence the given treatise aims to study and analyze how a better balance between both organizational justice in relation to work commitment, competence and self motivation can be maintained for effective functioning of an organization.

This study has been done with an aim to throw lights on the upcoming demand in the field of organizational psychology of organizational justice, as it is immensely important for the effective functioning of the organization. With rising level of work pressure and requirements, it has become mandatory to work upon the components that contribute to the overall efficiency of an organization. However, commitment, competence and motivation being the important ones. These three variables form an integral part of the work efficiency level of the employees. It gives an idea as to how well an employee is to perform in terms of commitment, competence and self motivation, when his organizational justice needs are taken good care off.

Every organization desires its employees to be fully functioning. A fully functioning employee is one who is completely aware of his or her potential level and is ready to make contributions in the growth and prosperity of the organization with willingness. He is considered to have achieved successfully all stages of Hierarchy of needs, as explained by Maslow. Maslow's theory of hierarchy of needs comprises of five stages:

- Basic needs: Food, clothes, shelter, emotional needs etc.
- Security needs: Assurances of the safety of all his basic needs.
- Social needs: The need to socialize with people and create connections based on his capabilities
- Esteem needs: Recognition of his efforts, capabilities, potential, knowledge etc.
- Selfactualization: The final stage where an employee is well aware of his level of potential and is willing to make the best use of it for better results.

For any individual there are set of Basic Needs that needs to be fulfilled for him/her to feel motivated to achieve further in life. These basic needs comprise of the basic survival requirements of any individual like food, shelter, clothing, relationships, job etc. Only when these needs are fulfilled does an individual feels motivated to work and achieve more.

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Next level calls for the demand of security on part on the individual for the basic needs that he has acquired, like he/she would expect the job acquired to be stable one and not fluctuate in terms of income and facilities so that further future goals can set and worked upon with ease.

Once an individual is sure and feels confident that his/her security needs are well met, the next motivation requires for him or her to socialize with people, connect with them and strengthen the existing healthy bonds.

Next comes the motivation to attain recognition for the efforts made and success achieved. An individual desires for an appreciation for the level of capabilities and potential that he/she holds. These appreciations or recognitions add on to the level of motivation for an individual to aim higher.

The final level comprises of self actualization wherein an individual is well aware of his/her level of potential and performs accordingly. A self actualized individual is well satisfied with his accomplishments and is equally motivated to work and achieve better ahead.

Organizational justice is considered to be a part of the fourth stage that is, the stage of fulfillment of Esteem Needs. It's just the previous stage of self actualization, and once an employee is observed to have successfully achieved the esteem stage, an assurance for him to become actualized and thus performing even better develops.

But just successfully accomplishing these stages wouldn't add on to the maintenance of wellbeing of an employee. This is where constant efforts to maintain and enhance organizational justice level would be required. This process is not just a onetime project, but a long term aspect of successful functioning of an organization. With new employees coming in and old employees getting retired, the organizations will have to constantly work on the assessment, evaluation and enhancement of the justice level prevailing. We can say that commitment towards work, competency and self motivation are like an asset to the employee and employees are an asset to the organizations.

Thus for better functioning of any organization, it has to work upon the maintenance of its asset, with organizational justice helping them to protect their asset against any liability.

Work commitment refers to the sense of responsibility held by an individual towards his work and organizational tasks given to him. Commitment level varies from person to person depending on various factors such as job satisfaction, self confidence, self actualization etc. Commitment can be understood in other words as an individual's willingness to contribute the best of his or her efforts to successfully accomplish any task whose responsibility has been vested upon him. Work commitment holds a direct relationship with organizational justice as any change in the latter would result in affecting the former. Organizational justice when positively perceived by an employee of any particular organization makes him/her feel content about his job from an overall perspective and this results in making him/her contribute more efforts and better determination towards his goals and come up with much better results.

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Work commitment is of three types namely, Affective Commitment, Continuance Commitment and Normative Commitment. These three types of commitment are explained as follows:

Affective Commitment: refers to what extent do you feel emotionally attached to the organization and the work that you perform over there. This relates to the extent to which you feel yourself emotionally connected to your current job and how important it is in your life in terms of your feelings.

Continuance Commitment: refers to how willing you are to continue working with the current organization. It relates to how do you think about continuing to working with the present organization and how will it affect you if you stop working with it.

Normative Commitment: refers to how obliged do you feel towards your organization and how well does this feeling of being obliged helps you to feel connected with the organization and keep working with it.

Importance of work commitment can be understood by the following given points:

- a. Better work quality
- b. Better creativity in work contributed by the employees
- c. Existence of better focus and interest level in work on part of the employees
- d. Better management of work pressure
- e. Least tendencies to complain about work
- f. On time completion of work and many more.

Competence is commonly known as the ability to perform something successfully or efficiently. In other words we can say that competence relates to the affectivity of an individual to put in the best of his efforts in the accomplishment of any task that has been assigned to them. Competence of an individual varies depending upon the capabilities and potential that he holds and more importantly on the fact of how he or she perceives oneself to be able enough to perform any task that has been assigned. Competence in the first place calls for the sense of responsibility and its link with one's capabilities. Only when an individual realizes the responsibility that he/she has been vested with will he or she make use the existing competencies in order to achieve the desired results.

Competence is also directly related to organizational justice. With an increase in the level of organizational justice the level of competence among the employees is believed to get increased. Reason being, with an increased and satisfied level of prevailing justice, any employee would feel content and will find it promising enough to put in his efforts for deriving required success.

Few importance of competence can be listed as follows :

- a. Better concentration level and focus sc on work
- b. Better contributions to organization's productivity.
- c. Better sense of work related responsibilities

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- d. Increased level of determination to achieve the desired results.
- e. Satisfactory level of output obtained from employee's being efforts put in

Self Motivation can be understood as the ability or rather willingness to perform any task. The true meaning of these words lies within these words itself that is, an influential source surviving within an individual providing constant encouragement to an individual for performing better and better. Self Motivation holds immense power in enhancing an individual's performance level. Self Motivation is directly related to organizational justice, only when an employee feels content with the level of justice that exists within an organization, will he or she feel motivated to perform better. Every individual is capable enough for performing tasks related to particular field; self motivation is what acts as an influencing source of power to make any individual keep on with the hard work.

Some importance of self motivation can be listed as below:

- a. Increased level of interest in work area
- b. Better performance ability
- c. Better focus on work
- d. Continuity in hard work
- e. Enhancement in level of creativity
- f. Enhancement in level of innovation

Organizational Justice in relation to work commitment, competence and self motivation calls for the study of how the level of prevailing justice affects the level of work commitment, competence and self motivation among individual employees. Organizational justice is believed to share a direct relationship with work commitment, competence and self motivation, with an increase in the level of justice the level of other three variables taken into consideration increases and with a decrease in the level of justice the level of other three variables decreases. Measuring organizational justice requires the study, calculation and analysis of the three sub components of justice namely, distributive, procedural and interactional, which are in turning measured together through one scale. The three variables namely commitment, competence and self motivation are analyzed by one individual tool. The results of both the tools are compared and analyzed for better understanding of the relationship existing between organizational justice and the three variables

Previous studies when analyzed showed that distributive and procedural justices have more influence on the level of work commitment and competence while interactional justice had more influence on the level of self motivation. Reason being that resources when distributed evenly and processes when carried out fairly makes an individual feel more content and satisfied therefore inculcates a sense of commitment and competence among individuals regarding their work. When the working environment is friendly and cooperative then it leads to an increase in the level of Interactional justice.

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For improving the level of prevailing justice within an organization there are various factors that are needed to be taken care off such as basic resources should be distributed evenly among all employees despite of their positions that they hold within the organization. These resources consist of basic work environment facilities, medical aids, hygiene facilities etc. Next comes the sway of each and every concerned employee in the working and functioning of a particular area. Such concerns regarding an employee's point of view and opinion creates a sense of recognition among the employees.

For their even minor efforts to be recognized the employees expect the organization to make an initiative to know how they are working and in what ways are they satisfied with the way organization is working. In such ways the employees feel that their opinions and expressivity is well respected and looked upon to understand their overall level of work environment wellbeing. Any changes or enhancement made in the existing procedures of an organization has to involve the right to place one's opinion, view or say on part of the employees.

The work environment plays a significant role in the overall performance of an employee within an organization. Employees expect their working environment to be friendly, cooperative, free from biases and motivating. In order to make sure that an employee is satisfied with his or her working surroundings the organization has to make sure that the type of people working together in any given particular environment are sharing a common base to interact, bond and work on healthy terms.

Also the various information travelling through various channels of communication should be well conveyed to all the concerned people without any biases involved. This ensures a fair level of interactional justice to prevail within the organization. The channels of communication have to be direct so that minimum level of conflict and communication gap exists among the various departments.

Studies on organizational justice has been done since a long time and in relation to work commitment, competence and self motivation at an individual level as well, but in relation to work commitment, competence and self motivation together is comparatively a new aspect taken into consideration for studying. This study is expected to expand the scope of further studies to be done in the field of organizational justice and its role on the overall development of skills among employees that ultimately results in the enhancement of quality of work performance of an employee. Such studies will help concepts like organizational justice's role in the overall development and maintenance of organizational wellbeing to gain grounds in the near future. New understanding of organizational functioning patterns will come into existence and promote interest of people in this given field for conducting further such researches.

Dealing with the day to day requirements of any organization is a huge task in itself and it is not that easy for any organization to shoulder such a responsibility with complete ease. There are various hassles which they usually have to deal with expertise. In such situations fair level of organization justice prevailing within the organization acts as an advantage to the organization's

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rescue. Fair level of organizational justice leading to better level of commitment, competence and self motivation among employees assures a sense of responsibility and enhanced level of organizational citizenship behavior among them. Thus resolution of such crisis becomes easier with more employees willing to contribute towards it.

Researches done by Li and Cropanzano in the year 2009 showed that an individual's level of perception of organizational justice is often influenced by a group or team's opinion. This form of justice perception is called "justice climate". Here an individual employee perceives the kind of justice prevailing within the organization in accordance to the ways in which his other team members perceive and understand it. Hence the organization has to primarily work for an entire group and not just for employees at an individual level.

Organizational justice is not only responsible for internal effective functioning but also for the organization's relationship with other companies and over all market. Other companies would any day like to affiliate with such an organization which maintains high and fair level of justice as it assures that the organization can be relied upon. This in turn affects the market goodwill of the concerned organization. And any organization having a better goodwill in the market can think of expanding their business in order to create more and better opportunities for its employees. This in turn again contributes to the act of maintaining organizational justice.

The primary responsibility of keeping a check over the level of organizational justice prevailing within the organization is that of the training and development department. The training and development process comprises of a cycle wherein the first step is of observation, followed by analysis then implementation and finally follow up. The prevailing Organizational justice has to be first observed, then an analysis of how it can be enhanced more is done, followed by creation of required plans and finally implementation of these plans are done followed by follow ups as to what extent the process has been successfully executed.

It is a long term process and cannot be considered a short term phenomenon or situational demand. For the long term effective operation of organizational functions the level of justice needs to be kept intact with minimum hassles involved in it. Organizational justice requires the effort of every single individual working within the company to maintain it at desirable levels. Where on one hand the company is expected to be fair with its policies and treatment, there on the other hand the employees are expected to be honest with their level of perceptions. One has got no rights to blame and create professional inconveniences for the organization for their own personal dissatisfaction arising from personal unsorted issues. For such employees the organizations are recommended to hire counselors who can work on the wellbeing of the employees from time to time even at a personal level. This way the organization will be able ensure biases free feedbacks and recommendations from their employees.

Since organizational justice comprises of factors affecting the performance of an individual at an individual level as well, hence its positive correlation with Commitment,

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Competence and Self Motivation can be well expected. Any infractions or other conflicts within the organization creates high chances for the employees to stand against the organization for the sake of personal defense, but organizations with better justice levels prevailing within can ensure better support and understanding on part of the employees for themselves. Such organizations with higher level of justice existing will be successful in inculcating high level of commitment, competence and self motivation among its employees also adding onto their organizational citizenship behavior as well.

This over the long run works as huge benefits for both the employees as well as organizations. More effective performance will be rendered by these employees getting to experience more in the work field and working accordingly with an aim to produce better results and thus they'll get rewarded for the same from time to time. Also the organization will have spent minimum cost over rectification of procedures affecting the overall functioning of the organization. We can put it this way that it would be a profitable and cost effective venture in the long run.

REVIEW OF LITERATURE:

Robert. H.Moorman, Brain.P.Neihoff and Deniss.W.Organ (1993) found for controlling the effects of job satisfaction and organizational commitment, there was a relative contribution of perceptions of procedural justice towards predicting organizational citizenship behavior. The study was done to know the organizational citizenship behavior and the way employees are treated in an organization. They also studied how issues relating to procedural justice, job satisfaction and organizational justice was sorted and in what ways. It was found that employees with higher realization of organizational justice in an organization felt more satisfied with their job and in turn showed more commitment towards their work.

Lowe, Stephen and Vodanovich (1995), found that distributive and procedural justices are strong predictors of level of work commitment in an organization. They have suggested for distributive and procedural justices to be studied separately in order to understand their long term affect on the overall performance of an employee. This way measures to enhance the level of work commitment can be brought about in more appreciable manner.

Martin and Bennett (1996), found that justice judgments are central to the development of commitment and satisfaction. They suggested that “global evaluated system”, leaders and institutions are closely related to procedural justice; on the other hand evaluation of “specific” personally relevant outcome is related to distributive justice. Results showed that satisfaction and commitment are independent when role of justice was taken into consideration.

R.Ficher, (1997),found that work commitment and motivation is directly related to distributive justice. When an employee is awarded for his or her efforts, he feels all the more motivated to perform better in his tasks, and this motivation turns into commitment towards his work. Distributive and Procedural Justice needs to be enhanced in order to inculcate high level of work commitment and self motivation among employees.

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Tremblay, Sire and Balkin, (2000), found that distributive justice perceptions are better predictors of pay satisfaction as compared to procedural justice perceptions. The employees clearly distinguish between the benefit satisfaction and pay satisfaction. But in case of benefit satisfaction, we get to observe that procedural justice perceptions are better predictors than distributive justice perceptions. Finally results showed that with regard to pay, distributive justice play more important role compared to procedural justice in satisfaction of the organization as well as job satisfaction of the employees. Hence the level of commitment towards work is more in case of distributive justice perceptions.

Lemons and Jones (2001), found that procedural justice plays an important role in determining the level of work commitment among employees. Procedural justice relates to the various decision making processes that existed within the organization which influences their level of perception of organizational justice to great extent.

Rhoades et.al. (2001), found that there exists a positive association between organizational rewards, organizational support, justice and work commitment. With an increase in the level of perceived organizational support and justice, it assures favorable work conditions and hence the level of affective work commitment increases.

Yoon and Thy (2002), found that organizational justice is perceived better by the employees working in the organization, when they perceive organizational support and job satisfaction to maximum extent. And this ultimately leads to better performance of employees at work resulting from better level of work commitment. In other words we can say that work commitment can make to exist as an important quality among employees by catering to their needs for organizational justice.

Sussana Baldwin, (2006), found that the principle of organizational justice is not complex to apply on the whole and is supposed to be considered more than social technology in the vein of sound managerial practice. There are always chances in existence for some interventions to be less successful in some context, but none leaves scope for it to be harmful, but what least it will do is promoting a sense that organization is concerned about its fair policies. These policies when implemented well will help in making significant contribution in making performance better in the organization, preserving employee dignity, improving their level of work commitment and promoting a sense of humanity among them.

Lambert, Hogan and Griffin,(2007), found that both procedural and distributive justice cause an impact over the organizational work commitment level of an employee. The perception of distributive and procedural justice on part of an employee depends upon the fairness with which the resources are distributed, the both tangible (in terms of money) as well as intangible (in terms of praises and appreciation), the accuracy of the information conveyed, manner in which processes are carried out etc.

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Martha.C.Andrew, K. Michele Kacmar, Gerald .L. Blakely and Neil. S. Bucklew, (2008), found the relationship between the four dimensions of organizational justice and organizational commitment. Results indicated that relationship between interpersonal, distributive and informational justice and affective commitment was stronger in case of those individuals who reported to have high level of work group cohesion. But relationship between affective commitment and procedural justice stayed unaffected through work group cohesion.

Bakshi, Kumar and Rani, (2009),found the relationship between perceived organizational justice, job satisfaction and work commitment. The results showed the perceived organizational justice plays a crucial role in development of organizational commitment and job satisfaction. This study aims to provide the policy makers as well as administrators an insight into the relationship between organizational justice and work attitude of the employees. Also an insight into how employees can be managed by using organizational justice perceptions, resulting into positive work environment. It was found that people who perceived more of organizational justice showed more job satisfaction as well as commitment towards work.

Klendaur and Deller (2009), found that interactional justice plays a crucial role in determining the level of work commitment in an organization. Instrumental evaluation and trust can work as mediators for developing positive correlation between organizational justice and affective work commitment.

Irfan and Gokee, (2009), found that it essential for the managers to be just with the distribution of financial earnings and with the procedures related to these earnings, also should work upon existence of better interaction between the managers and the employees. They found that the perception towards organizational justice did not vary according to the gender. Highest organizational commitment level is seen in elementary educational level, and lowest organizational commitment is seen in college educational level. Hence we can say that interactional and relationship based justice do influence the work commitment levels.

Elaine Farndale, (2010), found the importance of trust and justice in an organization for achieving desired outcomes from the performances. As quoted by Folger and Konovsky in 1989,conclude: “to be maximally effective in sustaining employee commitment to an organization and trust in its management, those making allocate decisions must take procedural justice into account”. Their findings redefined the statement emphasizing the moderating role of trust in achieving perception of justice and employee commitment as well as emphasizing the crucial role played by the three categories of justice. The main aim is to find ways of solving discretionary behavior in management and employees, for stimulating organizational commitment in them. Their findings suggested that through ensuring that line management are capable of carrying HCPM practices, resulting in increased focus on improving perception of justice, during required changes it helps in improving level of work commitment.

Ponnu and Chuah (2010), found that organizational justice plays a significant role in the enhancement of level of commitment towards work among the employees. Organizational justice

when prevails at a fair and expected rate assures the employees a better functioning of the organization and thus they decide to put in better level of input on their part.

Thorn, (2010), found that procedural and interactional justices are directly and positively related to organizational commitment. With development in the level of procedural and interactional justice, the level of job satisfaction among the employees was found to increase as well. Components such as decision making, planning and information conveyed affect work commitment levels, which leads to job satisfaction ultimately.

Muhammad Jawad, Sobia Raja, Aneela Abraiz, Tahira Malik Tabassum, COMSAT Institute of technology, Wah Cantt, (2012), found that; for several years organizational justice has been a crucial topic on the discussion board, Human Resource Management, Organizational behavior and Organizational Psychology (Cropanzano 1997); (Colquitt 2001); (Greenberg's 1990). Various kinds of justices has been taken into consideration for a longer period of time. (Deutsch.M 1975); (Adams 1965); Organizational Justice basically deals in explaining the level of fairness that exists in an organization, based on the observation made on the kind of treatment received by the employees as well as their perceptions on both individual and group level. (Deutsch.M 1975; k.1993); (Greenberg.J 1990). Organizational justice is regarded to be the top most among the organizational behaviors. Reason being there exists a direct relationship between organizational justice and its outcomes. (Folger R.; Konovsky 1989). Organizational justice leads to organizational commitment as well as supervision commitment.

Ghorbanalizadeh, Safania and Tayabi, (2012), found that the most crucial role that any organization plays is to practice and maintain an organizational environment, where an employee would get to feel justice and in turn a positive effect would be seen in their work attitudes, such as commitment, job satisfaction etc. Their study indicated that, although overall organizational justice plays a significant role on overall organizational commitment, but procedural justice was found to have a better impact on the overall job satisfaction, on the other hand distributive justice has an impact on the overall organizational affective commitment. They stated that only by understanding each of the dimensions of the organizational justice which its effect on the work attitude of an employee, is how we'll get a better understanding of various justice angles and how it influences.

Neha Kumari and Nishant Affroz, (2013), found that organizational justice impacts creative work behavior in terms of both procedural and distributive justice components. On the other hand, it is revealed by the psychological contracts that work place behavior in an organization is influenced by an employee's perspective, such as fulfillment of mutual contractual obligations. Thus integration was done of organizational justice and psychological attachment for predicting creative work behavior. When studied the relationship between employee creativity behavior and work commitment, it was found that higher job satisfaction lead to higher commitment, ultimately leading to higher creativity. Thus, better integration between individual level creativity and organizational goals were observed in case of employees with high connection,

and highest capability in form of individual level of creativity, leading to highest level of commitment contributes to the organizational development to great extent.

Fariba Rafei-Dehkordi, Sardar Mohammadi² and Mozafar Yektayar³, (2013), found that It can be concluded that, like all other previous studies that have been done also shows that with lack of injustice in an organization leads to decrease in the level of commitment in work as well as reduces the level of job satisfaction. The result indicates a direct relationship between organization justice, commitment and its various dimensions. The directors of the organization have to be sure of the existing level of justice in an organization in order to prevent maximum conflicts within the organization. Due to the dependence of effectiveness and efficacy of organization's performance on the effectiveness and efficacy of the employees, it is highly recommended for an organization to look after the fairness, commitment and job satisfaction of employees. Especially in case of distribution of profits, rewards, promotions, sponsorships etc.

Ayobami and Oneyima, (2013), found that there existed a significant relationship between distributive organizational justice and organizational commitment. The perception of employees towards justice was based on the kind of treatment, facilities and behavior they were provided with. With higher level of understanding of employee needs, and by taking initiatives concerned with their needs, and organization is able to provide high level of perceived organizational justice, leading to higher work commitment.

Rai, (2013), found that distributive justice falls in direct relation to job satisfaction, organizational commitment and turnover intentions. While work commitment falls in direct relation to procedural justice. Informational justice showed a direct relationship with job satisfaction level. Interpersonal justice was related to no direct organizational behavior. Results showed that in order to enhance organizational work commitment as well as job satisfaction, the organizations are required to pay attention to the kind of leadership styles it promotes, and maintain fairness for encouragement.

Mohamad, (2013), found that organizational justice was the extent to which the employees were found to positively perceive interactions, information, procedures and outcomes. Results showed that there existed a positive correlation between Components of Organizational Justice and Quality performance among different categories of health workers. In order to achieve better generalized results, it was recommended to replicate the study on a larger probability sample from various other hospital settings. With high level of procedural justice, higher work commitment was seen among the workers.

Totawar and Nambudiri, (2014) ,found that all four factors of justice i.e. procedural, distributive, informational and interpersonal; should be simultaneously examined and their outcome on work should be noted well. They found through their meta-analysis that satisfaction and commitment was predicted by all four types of justice. Their meta-analysis suggested a causal research to be done on the relationship existing between, fairness, emotions, perceptions and work attitudes. According to them all these act as a contributing factor in the development

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and enhancement of organizational justice, leading to work commitment and job satisfaction in any particular organization.

Reimann, (1982), found that organizational justice is positively and directly linked to the competence or effectiveness of an organization. The executives found organizational effectiveness is an excellent predictor of its survival and growth. Besides financial predictors such as revenue and profit growth, several non-financial predictors are also responsible for the continuous overall growth of an organization, competence being one of those non-financial factors. And organizational justice acts as a stimulating factor in this process.

Jung Lee, (2004), found that when employees strongly identify with the organization, their trust is positively related to their competence level. In case of individuals who have weak organizational identification, their organizational trust is not positively linked with continuous improvements. In fact in such cases ultimately the continuous employee improvement level also goes down. Hence managerial implications play an important role in maintaining a positive relationship between organizational trust and employee's identification with the organization, so that the continuous improvement level is maintained.

Kang.D, (2007), found that judgments of justice leading employee training motivation to arise, can be an asset on part of the business for gaining against its rivals a sustained competitive advantage. For the purpose of examining employee's motivation to participate in training activities, this study focuses on three types of justice perceptions; distributive, procedural and interactional. An employee looks forward towards training participation benefits, which in turn acts as a motivating factor for making the employees engage in training participating activities. As a result an increase in their level of competence is also observed.

Tang, Li-Ping, Baldwin and Linda.J , (1996), found that it was distributive justice which was directly related to satisfaction with promotion, pay, commitment and performance appraisal, whereas procedural justice was related to satisfaction with performance appraisal, commitment, supervision and job involvement. Researchers believe that an organization should practice fair treatment towards its employees and should reward them as well based on their performances. Such measures would make the employees have a positive perception of procedural and distributive justice, leading to job satisfaction, work commitment, better competence level as well as increase in the level of self motivation.

Cropanzano and Rupp, (2003), found, that existence of fair treatment in an organization leads to the exhibition of higher level of job satisfaction and organizational citizenship behavior on part of the employees, also making them engage less in conflicts and counterproductive activities. Along with this organizational justice promotes a feeling of self motivation among the employees, which is said to predict and direct energies towards positive work behaviors. Interactional justice can be considered as a promotional factor for the development of self motivation among employees. They further divided interactional justice into two parts namely;

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informational justice which relates to presence of social accounts and explanations and Interpersonal justice which relates to presence of dignity and respect that one gets to receive.

Kuvaas, (2006), found that it was the base pay level and not bonus pay level which was directly and positively related with level of self motivation and commitment among the employees. Appropriate base pay level is considered to be one of the elements of organizational justice. Further studies showed that the level of motivation and work commitment was not affected by any type of pay plan. There has been observed better level of job satisfaction in cases of better base pay plans as compared to bonus pay plans. Bonus pay plans do act as a motivational force but base pay plan ensures job satisfaction and better commitment towards work.

Phelan, Colquitt, Scott and Livingston, (2008), found that in any organization, employee's self motivation acts as a mediator between the relationship of justice and their task performance. It was observed that procedural justice leads to higher level of self motivation. The results further showed that procedural justice predicted both free choice and self reported measures of motivation. In contrast their study showed that interpersonal justice was not correlating with self motivation, instead its procedural justice.

Phalon, Jason and Livingston (2009), found that procedural justice and interpersonal justice plays a significant role in determining the level of self motivation among employees. The level of self motivation in turn acts as a mediator between organizational justice perception levels and task performance of an individual.

Fatt, Khin and Heng, (2010), found that the higher the level of perception of justice on part of the employees in an organization, higher is their level of job satisfaction and work commitment. In this study both procedural as well as distributive types of justice has been taken into consideration. Therefore organizations which takes proactive approach towards employee's perception of both distributive and procedural justice, has been observed to reap better benefits as there has been higher level of job satisfaction, competence and commitment among employees under such work environment. Positive aspects are observed in employee behavior and their efficiency.

Choudhury, Philip and Kumar, (2011), found that employees of any organization can be regarded as its asset, as the entire effectiveness of the organization depends on its employee's skills, expertise, competencies and proactive behaviors, perception of justice being a part of it. Hence it is required for an organization to develop and maintain apt organizational justice policies, so that their may be better perception of justice on part of the employees. And thus therefore would be an increase in the level of their expertise, competency, motivation, satisfaction as well as commitment.

Fall and Roussel, (2013), found that compensation plays an important factor of motivation towards efforts and performance. This compensation may be in the form of incentives as a part of employee's work recognition. In fact comparisons when done between intrinsic motivational

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research and self motivational research, it was observed that contribution of self motivation made it possible to explore the new studies relating to the motivational power of compensation. The self motivational theory makes way for better understanding of relationship between motivation and compensation. Hence better level of motivation is observed when there were better provisions for compensations.

Dekhordi, Mohommadi and Yektayar, (2013), found that organizational justice is directly and positively related to job satisfaction, performance appraisal, work commitment, motivation and organizational behaviors. Their findings showed that all four types of justice, namely, procedural, distributive, interactional as well as emotional are directly related to job satisfaction, employee competency, employee motivation and work commitment. Thus every organization should practice organizational justice and should see into issues or conflicts that require their prior attention for better level of satisfaction, commitment and competency arising from motivation.

Raza, Adnan Rana, Mansood Rana, (2013), found that employees will be more committed towards their organization only when there will be fair use of distributive and procedural justice. It was found that employees feel more motivated when they are rewarded and promoted using fair means. It has been observed through the studies that both procedural and distributive justice relates positively with the three construct of organizational commitment, that is exchange commitment, affiliation and identification. More the organizational commitment more is the level of productivity, and hence the progress of the organization is assured.

Gim and Desa, (2014), found that when distributive and procedural justices are perceived to be fair on part of the employees, they tend to be more committed towards their work. It also increases their level of motivation and job satisfaction. Results predicted that both procedural and distributive justice relate positively to commitment.

METHODOLOGY:

Aim

The current study analysis aims to understand how organizational justice correlates with work commitment, competence and self motivation of an employee. The study has been done with an objective to observe, analyze and understand the extent and ways in how an employee's level of commitment, competence and self motivation is both related as well as affected through changes in the level of Organizational Justice. Primarily the study focuses on how the enhancement of Organizational Justice leads to an increase in the level of work commitment, competence and self motivation of an employee.

Already various studies have been conducted on what leads to organizational justice or employee job satisfaction, resulting in overall development of organizational productivity, thus this study aims to know, understand and explain how organizational justice is relating to work commitment, competence and self motivation, which forms an integral part of employee's performance appraisal, that promotes organizational efficiency and wellbeing.

Organizational Justice in Relation to Competence, Commitment and Self Motivation

The current dissertation comprises of analysis of data that has been collected with an aim to study the correlation existing between Organizational Justice with work commitment, competence and self motivation. It comprises of a brief understanding of the concept of work commitment, competence level and self motivation level of an employee, and the type of Organizational Justice that creates an impact on it. We get to see a multidimensional construct of Organizational Justice and its affect on the variables taken in this study namely, work commitment, competence and self motivation.

Objectives

- To study the relationship between Organizational justice with Commitment.
- To study the relationship between Organizational justice with Competence.
- To study the relationship between Organizational justice with Self Motivation.
- To study the relationship between Organizational Justice and Work Commitment, Competence and Self Motivation together,

Hypothesis

- Workplace justice is expected to be significantly related to Commitment.
- Workplace justice is expected to be significantly related to Competence.
- Workplace justice is expected to be significantly related to Self motivation.
- Distributive and Procedural Justice are expected to significantly affect level of work commitment and competence.
- Interactional and Procedural Justice are expected to significantly affect level of self motivation.

Locale of Study

The data for the current study was collected from Amity University Noida campus. The data collection required the facilities to fill in the questionnaires as per the instructions mentioned.

Sample And Participants

- Sample : 80
- Location: Delhi/NCR
- Occupation: Teaching/Administration
- Experience: At least one year

Research Design And Variable

The research design for the current study on Organizational Justice In Relation to Commitment, Competence and Self Motivation, would be Ex Post Facto.

Ex post facto is a type of research design and is generally used in those fields where an individual does reanalysis of the studies already into existence with the purpose of coming up with a new finding.

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In Ex Post Facto the Cost-Effect relationship of the dependant and Independent variables are studied.

Data And Statistical Analysis

Mean: The statistical mean refers to the mean or average that is used to derive the central tendency of the given data.

Standard Deviation: The Standard Deviation is a measure of how spreads out numbers are.

Correlation: A correlation describes direction (positive or negative) and degree (strength) of relationship between two variables. The higher the correlation coefficient, the stronger the relationship.

Table

Dependent Variable	Independent Variables
Organizational Justice	Commitment
	Competence
	Self Motivation

Tool And Instrumentation

S.No,	Name of the Psychological Tool	Developed By	Year	No. of Items
1.	Organizational Justice	J.A Colquitt	2001	20
2.	CCSM	Amity University, Noida	2013	24

Description of the Tools

Colquitt's Organizational Justice Measure :

This tool was developed by J.A Colquitt in the year 2001 to measure the level of justice prevailing in an organization. The Colquitt's Organizational Justice Measure scale is based on likert scale ranging from 1 (agree to small extent) to 5 (agreed to large extent), comprising of 20 statements to be answered) accordingly.

CCSM- Commitment, Competence and Self Motivation :

This tool was developed by Amity University, Noida in the year 2013 with the purpose of measuring the level of commitment, competence and self motivation existing among facilities working in a particular organization. This scale comprises of 24 statements, 8 statements for

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measuring commitment, 8 statements for competence and 8 statements for measuring self motivation.

RESULTS AND ANALYSIS

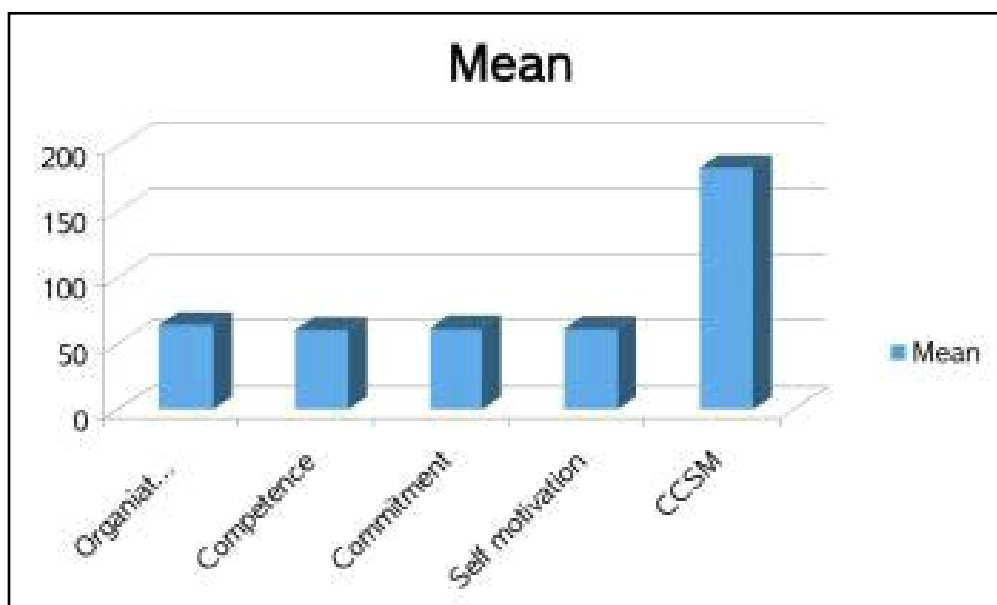
Table 1: Comparison of Mean and Standard Deviation scores among Organizational Justice, Competence, Commitment, Self Motivation And CCSM

Independent Variable		Dependent Variables							
Organizational Justice		Competence		Commitment		Self Motivation		CCSM	
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
63.95	13.60	61.05	8.20	60.19	8.41	60.81	6.96	183.71	25.63

Table 1. Shows the comparison among Mean and Standard Deviation scores of Organizational Justice, Competence, Commitment and Self Motivation. There exists a slight difference among the Mean scores of Organizational Justice in comparison to Competence, Commitment and Self Motivation, while there exist a significant difference among the Mean scores of Organizational Justice in comparison to CCSM in total.

The given table also shows that there exists significant level of difference among the Standard Deviation scores of Organizational Justice in comparison to Competence, Commitment, Self Motivation and CCSM when taken into consideration in total.

Graph1: Shows the Mean of Organizational Justice, Competence, Commitment, Self Motivation and CCSM



DISCUSSION AND CONCLUSION

The present study aimed to study the relationship between Organizational Justice and Competence, Commitment and Self Motivation. The sample for the study comprised of 80 facilities working in various departments of the concerned university. Mean, Standard Deviation and Correlation scores were calculated in order to study the significant relationship existing between Organizational Justice as an independent variable and Competence, Commitment and Self Motivation as dependant variables.

Organizational justice has been explained as the level of fair treatment and work environment existing within the organization and perceived by its employees. It has said to have been divided into four areas namely, distributive justice, procedural justice, informational justice and interactional justice. The questionnaire used for the analysis of organizational justice is that of Colquitt's Organizational Justice Measure Scale. It measures and analyses the level of justice by calculating the four areas of justice namely, distributive justice relating to distribution of resources, procedural justice relating to the right of the employee to have a say in the various concerned processes executed within the organization, informational justice relating to how well and timely various information are conveyed and interactional justice relating to how healthy interpersonal relationships does an employee shares with his colleagues, all individually. The tool comprises of 20 statements based on likert scale.

For studying the level of Commitment, Competence and Self Motivation, Amity University's CCSM Scale has been used. This scale helps in calculating and analyzing the level Competence, Commitment and Self Motivation among individual employees both separately as well as together. This scale comprises of 24 statements to be scored within a range of 1 to 10. Each section of Competence, Commitment and Self Motivation consists of 8 statements respectively.

The current study and analysis show that there exists a positive correlation among Organizational Justice as an independent variable, and Competence, Commitment and Self Motivation as dependent variables. This means that with an increase in the level of Organizational Justice the level of Competence, Commitment and Self Motivation among the employees of the organization will increase significantly, while with a decrease in the level of Organizational Justice the level of Competence, Commitment and Self Motivation will decrease significantly. Also scores of Commitment were found to be highly and equally correlated with Organizational Justice as CCSM's score of correlation. This shows that with an increase or decrease in the level of Organizational Justice the level of Commitment will increase it decrease much in the same proportion as CCSM (total scores of Competence, Commitment and Self Motivation).

Previous studies in the current field of organizational justice in relation to commitment, competence and self motivation also have shown similar results. But the significant increase as well as decrease in the level of commitment in relation to organizational justice, sharing equal tendencies of such changes in scores with that of CCSM has been a new finding.

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Commitment is said to increase or decrease as per the level of increase or decrease in organizational justice as previous studies has also shown that, an employee will put in his efforts to add on to the overall productivity of an organization only if he perceives the level of justice prevailing within the organization to be fair enough. Though all three variables namely, competence, commitment and self motivation are interrelated to one another, changes in one causing changes in the other, but commitment can still be considered to play a slightly dominant role in the influencing the overall level of CCSM.

This inference can be taken out from the current study done with a purpose of studying the relationship between Organizational Justice and Competence, Commitment and Self Motivation.

The facilities of the university are expected to inculcate best of knowledge and finest of wisdom among their students. They are considered to be highly responsible for both effective performance of the students at a micro level and functioning of the university at the macro level. Studies done in 1993 by Moorman, Nieoff and Organ showed that the level of job satisfaction and commitment of an individual working within an organization is affected by the prevailing level of justice to a great extent. The organization citizenship behavior which gets inculcated in an individual employee depends highly on the type of treatment that is received and the justified work procedures that they made to get involved in.

Similar study done by Sussana Baldwin in 2006 showed that for sound managerial practices the satisfaction of employee's job needs has to fall under the prior concern of the organization. The managerial practices refers basically to the various processes that are executed with some defined purposes, such processes has to take into consideration the say and consent of the employees working for it. A study done in year 2011 by Choudhury, Philip and Kumar showed that employees acts as an asset to the organization. The effectiveness of the functioning of an organization depends highly on how the employees perform, therefore their job satisfaction level and self motivation level turns out to be crucial factors in determining an organization's level of productivity.

With such responsibilities and expectations comes the requirement of facilities to perform and render effective results as well. With low level of commitment, competence and self motivation the level of performance effectiveness will be considerably low. And since the present study shows a significant relationship between Organizational Justice and Competence, Commitment and Self Motivation, it has to be the prior motive of the university to grill out the flaws from the root level responsible for the low or average level if justice prevailing within the organization and strengthen as well as stretch it to greater heights. More the level of organizational justice more will be the level of work satisfaction among the facilities and thus their competence, commitment and self motivation level would also increase.

Table 1 showed the significant difference among the Mean and Standard Deviation scores of Organizational Justice and Competence, Commitment and Self Motivation as well as CCSM in comparison to each other. Commitment showing a significantly higher difference in the level of

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scores as compared to the other two dependent variables with that of organizational justice's scores.

Table 2 showed that organizational justice is positively correlated with commitment, competence and self motivation individually and CCSM in total. With scores of commitment being more positively related to organizational justice like that of CCSM, both having a score of 0.77.

Commitment refers to the extent to which an individual is willing to put in the best of his or her efforts to make a given task successful. Competence relates to an individual's awareness regarding his or her own potential and how well can he or she manage to put in the best of the potential level in order to reap better results. Self Motivation relates to an individual's own level of willingness to work for the better and thrive for success.

Commitment among the facilities was analyzed based on the following factors mentioned in the questionnaire:

- Functional Competence further analyzed on the basis of Knowledge Acquisition Knowledge Creation Knowledge Transfer and Academic Management.
- Peripheral Competence further analyzed on the basis of Positive Attitude, Interpersonal Communication, Mentoring and Team Work.
- The level of Competence was measured among the facilities based on the following factors mentioned in the questionnaire:
- Affective Commitment further analyzed on the basis of Initiative, Openness and Transparency, Emotional Engagement and Purpose Engagement.
- Work Commitment further analyzed on the basis of Job Effectiveness, Adaptability, Dedication and Result Orientation.
- The level of Self Motivation among facilities were analyzed based on the following factors mentioned in the questionnaire :
- Self Leadership was further analyzed on the basis of Solution Seeking Attitude, Self Sufficiency, Social Responsibility and Working for greater good.
- Self Governance was further analyzed on the basis of Goal Directed, Integrity, Resilience and Achievement Orientation.

In the given study data were collected among the facilities of various departments within the campus of the university and the level of organizational justice based on the perception of the facilities and the level of CCSM among them in relation to the justice levels perceived were made. It was found that due to average level of justice prevailing within the organization the level of CCSM among the facilities were also average. However in accordance to the main aim of conducting this study we can say that organizational justice any day positively correlates with CCSM, commitment being comparatively higher in independent correlation compared to other two factors.

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Hence the Hypothesis is supported that Organizational Justice shares a direct and positive correlation with Commitment, Competence and Self Motivation. With an increase in the level of organizational justice the level of commitment among facilities will increase and with a decrease in the level of justice the level of commitment among facilities will decrease.

Similarly with an increase in the level of organizational justice the level of competence among facilities will increase and with a decrease in the level of organizational justice the level of competence will decrease.

Also with an increase in the level of organizational justice the level of self motivation among facilities will increase and with a decrease in the level of organizational justice the level of self motivation will decrease.

Finally we can state that with an increase in the level of organizational justice the level of CCSM among the facilities will increase and with a decrease in the level of organizational justice the level of CCSM will decrease.

Also we can state that with an increase in the level of organizational justice the level of Commitment will rise higher at an individual level compared to the other two variables, thus contributing higher scores to the overall CCSM compared to Competence and Self Motivation

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The Role of Optimism in Stress and Coping of Undergraduate Students in Goa

Brian Pacheco¹, Dr. Shanmukh V. Kamble²

ABSTRACT

The present study was designed to study the relationship between optimism, stress and coping with stress. The sample for the study comprised of 500 undergraduate students from colleges in Goa. Three measures—‘Life Orientation Test-Revised’ by Scheier & Carver (1994), ‘Perceived Stress Scale’ by Cohen, Kamarck, & Mermelstein (1983), and ‘COPE’ by Carver, Scheier, & Weintraub (1989) were administered to participants. The findings of the research indicate a moderate negative relationship between optimism and stress. Optimism was found to be positively related to positive reinterpretation and growth, use of instrumental social support, active coping, acceptance, suppression of competing activities, and planning, and negatively related to mental disengagement, behavioural disengagement, focus on and venting of emotions, denial, and religious coping.

Keywords: *Optimism, Stress, Coping.*

College life is often mixed bag for students. While it provides students with ample opportunities to develop themselves, it also brings along stress of having to cope with various new challenges that they are exposed to. The manner in which students cope with stressors will differ from individual to individual, and would depend on several factors. Among these factors are the student’s cognitions about life, more specifically, their expectations for the future—whether they, in general, expect to be successful in their endeavours or whether they anticipate failure. The former is referred to as ‘optimism’, and the latter as pessimism.

Optimism

Expectancy-value theories of motivation are based on the assumption that behaviour is organized around the pursuit of goals (Austin & Vancouver, 1996; Carver & Scheier, 1998). Goals are states or actions that people view as either desirable or undesirable. People try to modify their

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behaviours and themselves to seek what they desire while trying to avoid what they see as undesirable. The more important a goal is to someone, the greater is its value within the person's motivation. The second conceptual element in expectancy-value theories is expectancy—a sense of confidence or doubt about the attainability of the goal value. Only if people have enough confidence will they move into action and continue their efforts.

Expectancy-based theories generally suggest that behaviour is predicted best when the level of the expectancy fits that of the behaviour that is being predicted. When confronting a challenge optimists tend to take a posture of confidence and persistence (even if progress is difficult or slow). Pessimists tend to be doubtful and hesitant. This divergence may even be amplified under conditions of serious adversity. Optimists are likely to assume that the adversity can be handled successfully, in one fashion or another. Pessimists are likely to anticipate disaster. These differences in how people approach adversity have important implications for the manner in which people cope with stress (Scheier & Carver, 1992).

Two main approaches to the measurement of optimism have been taken and these are based on distinct conceptualisations of optimism (Peterson, 2000). At one extreme optimism has been conceptualised as a broad personality trait characterised by general optimistic expectations which is referred to as 'dispositional optimism' (Scheier & Carver, 1985) while at the other it has been construed as an 'explanatory style' (Seligman, 1998).

The dispositional optimism approach asks people to indicate the extent to which they believe that their future outcomes will be good or bad (Scheier & Carver, 1992). Expectancies that are generalized—expectancies that pertain more or less to the person's entire life space—are what are described as optimism and pessimism. People actually range from the very optimistic to the very pessimistic, with most falling somewhere in the middle. This approach views optimism as a trait and therefore, terms it dispositional optimism. Scheier and Carver define dispositional optimism as a global expectation that the future will bring a bounty of good things and a scarcity of bad things. In contrast, pessimism is the expectation that the future will bring more bad than good outcomes.

Another approach to optimism relies on the assumption that people's expectancies for the future derive from their view of the causes of events in the past (Peterson & Seligman, 1984; Seligman, 1991). Seligman and his colleagues conceptualized optimism and pessimism in terms of explanatory style, that is, the characteristic way of explaining negative events (Peterson, 2000; Reivich & Gillham, 2003; Seligman, 1990). If explanations for past failures focus on causes that are stable (rather than unstable), global (rather than specific), and internal (rather than external), person's expectancy for the future in the same domain will be for bad outcomes since he or she views the cause as relatively permanent (stable), affecting almost everything about a person's life (global), and stemming from the traits and beliefs of the individual rather than external circumstances (internal).

Stress

The term stress has typically been used to refer both to the adjustive demands placed on an organism and to the organism's internal biological and psychological responses to such demands. Stress is a by-product of poor or inadequate coping. Adjustive demands, or the stressors, stem from resources that fall into three basic categories; frustrations, conflicts, and pressures. A wide range of obstacles, both external and internal, can lead to frustration. Frustrations can be particularly difficult for a person to cope with because they often lead to self-devaluation, making the person feel that she or he has failed in some way or is incompetent. In many instances, stress results from the simultaneous occurrence of two or more incompatible needs or motives where the requirements of one preclude satisfaction of the others. Pressures force us to speed up, redouble our effort, or change the direction of goal-oriented behaviour, which can seriously tax our coping resources or even lead to maladaptive behaviour (Carson, Butcher, Mineka, & Hooley, 2008).

Coping with Stress

Inner factors such as a person's frame of reference, motives, competencies, or stress tolerance play the dominant role in determining his or her coping strategies. Richard Lazarus developed and tested a transactional theory of stress and coping (TTSC) (Lazarus, 1966; Lazarus & Folkman, 1984). Lazarus (1966) contended that stress did not exist in the event but rather is a result of a transaction between a person and his or her environment. As such, stress encompasses a set of cognitive, affective, and coping factors.

In 1966, Lazarus identified two forms of coping: direct action and palliative. In 1984, Lazarus and Folkman changed the names of these two forms to problem-focused and emotion-focused, respectively. Problem-focused coping strategies are similar to problem-solving tactics. These strategies encompass efforts to define the problem, generate alternative solutions, weigh the costs and benefits of various actions, take actions to change what is changeable, and, if necessary, learn new skills. Emotion-focused coping strategies are directed toward decreasing emotional distress. These tactics include such efforts as distancing, avoiding, selective attention, blaming, minimizing, wishful thinking, venting emotions, seeking social support, exercising, and meditating.

Carver, Scheier and Weintraub (1989) set out to develop a measure of coping based on the Lazarus model of stress and their previous research (Carver & Scheier, 1981, 1988; Scheier & Carver, 1983, 1985). The COPE is made up of the following scales:

- (i) Active coping: Taking action, exerting efforts, to remove or circumvent the stressor.
- (ii) Planning: Thinking about how to confront the stressor, planning ones active coping efforts.
- (iii) Seeking Instrumental Social Support: Seeking assistance, information, or advice about what to do.

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- (iv) Seeking Emotional Social Support: Getting sympathy or emotional support from someone.
- (v) Suppression of Competing Activities: Suppressing one's attention to other activities in which one might engage in order to concentrate more completely on dealing with the stressor.
- (vi) Religion: Increased engagement in religious activities.
- (vii) Positive Reinterpretation and Growth: Making the best of the situation by growing from it, or viewing it in a more favourable light.
- (viii) Restraint Coping: Coping passively by holding back one's coping attempts until they can be of use.
- (ix) Acceptance: Accepting the fact that the stressful event has occurred and is real.
- (x) Focus on and Venting of Emotions: An increased awareness of one's emotional distress, and a concomitant tendency to ventilate or discharge those feelings.
- (xi) Denial: An attempt to reject the reality of the stressful event.
- (xii) Mental Disengagement: Psychological disengagement from the goal with which the stressor is interfering, through daydreaming, sleep, or self-distraction.
- (xiii) Behavioural Disengagement: Giving up, or withdrawing effort from, the attempt to attain the goal with which the stressor is interfering.
- (xiv) Alcohol/Drug Use: Turning to the use of alcohol or other drugs as a way of disengaging from the stressor.
- (xv) Humor: Making jokes about the stressor

Individual differences in optimism play an important role in the adjustment to stressful life events (Scheier, Carver, & Bridges, 2001). Greater optimism has been found to be associated with less mood disturbance in response to a variety of stressors, including adjustment to law school (Segerstrom, Taylor, Kemeny, & Fahey, 1998), breast cancer and coronary bypass surgery (Carver et al., 1993; Scheier et al., 1989), and exposure to SCUD missile attacks (Zeidner & Hammer, 1992).

Scheier, Weintraub, and Carver (1986) found optimism to be related to problem-focused coping among college students, especially when the stressful situation was controllable. Optimism also related to the use of positive reframing and with the tendency to accept the situation's reality. In contrast, optimism related negatively to the use of denial and the attempt to distance oneself from the problem.

This research study sought to evaluate whether similar relationships hold true in the Indian context, more specifically in the context of the college student population. It aimed at verifying whether optimism is related to the level of stress experienced, and more effective of coping. The majority of studies conducted thus far, had explored the relationships between these variables among people who are undergoing truly serious crises rather than ordinary problems of daily life.

Hence this research was intended at discovering whether these relationships also exist in cases where youth are faced with the stresses of academic life, more specifically in the Indian context.

METHODOLOGY

A correlation research design was used to investigate the relationship between Optimism, Stress and Coping in undergraduate students. The sample for the study comprised of 500 undergraduate students from Goa between the ages of 16 – 25 (male = 254 and female = 246). The students were chosen by random sampling. All participants received adequate information about the nature of the study and their consent was taken prior to participation in the study.

Three measures were used by the researcher: (a) 'Life Orientation Test - Revised' by Scheier & Carver (1994) as a measure of Optimism. The LOTR (Scheier, Carver, & Bridges, 1994) is a 10-item scale, with four filler items and six scale items; (b) 'Perceived Stress Scale' by Cohen, Kamarck, & Mermelstein (1983) as a measure of Stress: The PSS measures psychological stress experienced during the past month. Participants rate each of 10 items on a 5-point response scale ranging from 1 (*never*) to 5 (*very often*); and (c) 'COPE' by Carver, Scheier, & Weintraub (1989) as a measure of Coping: The COPE is a 60-item multidimensional coping instrument designed to assess 15 conceptually distinct methods of coping. Participants are instructed to rate how often they engaged in the strategy described by each item when they encountered difficulties on a 4-point Likert-type scale. The results obtained were analyzed using SPSS 22.

RESULTS

As is seen in table 1, a significant moderate negative correlation was found between optimism and stress ($r = -.480$, $P < 0.01$). These results indicate that students with higher levels of optimism reported lower level of stress, and vice versa.

Where coping with stress is concerned, Optimism showed weak positive relationships with the dimensions of Positive Reinterpretation and Growth ($r = .278$, $P < 0.01$), Use of Instrumental Social Support ($r = .110$, $P < 0.05$), Active Coping ($r = .217$, $P < 0.01$), Acceptance ($r = .119$, $P < 0.01$), Suppression of Competing Activities ($r = .091$, $P < 0.05$), and Planning ($r = .200$, $P < 0.01$). Weak negative relationships were found between Optimism and the dimensions of Mental Disengagement ($r = -.212$, $P < 0.01$), Focus on and Venting of Emotions ($r = -.108$, $P < 0.05$), Denial ($r = -.234$, $P < 0.01$), Religious Coping ($r = -.121$, $P < 0.01$), and Behavioural Disengagement ($r = -.278$, $P < 0.01$). No significant relationships were found between Optimism and Humour, Restraint Coping, Seeking Emotional Social Support and Substance Abuse.

DISCUSSION

Previous findings on optimism have indicated that optimism is linked to lower levels of stress since optimistic individuals generally anticipate positive outcomes to their actions. Pessimists, on the hand, anticipate failure, and as a result tend to experience greater levels of stress. This study

has found a moderate negative relationship between optimism and stress. Thus, participants with higher levels of optimism showed lower levels of stress.

The effects of optimism on stress have been found by various studies (Scheier, Weintraub, and Carver, 1986; Aspinwall and Taylor, 1992; Fontaine, Manstead, and Wagner, 1993) to be mediated by coping strategies employed by optimists to deal with stress. In this study, optimism was found to have weak positive relationships with the dimensions of positive reinterpretation and growth, use of instrumental social support, active coping, acceptance, suppression of competing activities, and planning. Some of these findings are in line with previous research. Scheier, Weintraub, and Carver (1986) have also reported a positive association between optimism and acceptance. Aspinwall and Taylor (1992) found that optimism is related to more effective, active coping. Fontaine, Manstead, and Wagner (1993) in their study on a sample of undergraduate students, found that optimism was positively correlated with active coping and positive reinterpretation. Harju and Bolen (1998) reported that high-level optimists in their study used the most action and reframing coping styles.

In this study, weak negative relationships were found between optimism and the dimensions of mental disengagement, behavioural disengagement, focus on and venting of emotions, denial, and religious coping. Some of these findings are also supported by previous studies. In their studies, Scheier, Weintraub, and Carver (1986) found that pessimism was associated with denial and distancing, with focusing on stressful feelings, and with disengagement from the goal with which the stressor was interfering. Fontaine, Manstead, and Wagner (1993) reported that optimism was negatively correlated with focusing on and venting of emotion. In the study by Harju and Bolen (1998), low-level optimists were found to use more alcohol and disengagement for coping.

The brighter outlook of life that optimists have appears to play a role in the effective coping with stress that optimists exhibit. Besides this, literature seems to advocate the view that optimism helps people pay attention to negative information, and thereby play an active role in coping with stressors. Aspinwall & Brunhart (2000) based on their review of three studies focussing on processing of health-risk information suggest that optimists' ability to attend to and elaborate self-relevant negative information, in conjunction with their more active coping efforts, may explain some of the impressive prospective benefits of optimistic beliefs in coping with a wide range of stressors.

CONCLUSION

The current study confirms that optimism shares a similar relationship with stress and coping in the Indian context, as has been found in studies across the globe. Optimism was found to be linked to low levels of stress and more effective strategies of coping with stress, indicating that optimism plays a significant mediating role in coping with stress efficiently.

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The Role of Optimism in Stress and Coping of Undergraduate Students in Goa

Table 1: Table showing Pearson's correlation coefficient of the Optimism, Stress and Coping of undergraduate students (N=500).

	Optimism	Stress	PRG	MD	FVE	ISS	AC	D	RelC	H	BD	ResC	ESS	SU	A	SCA	P
Optimism	1	.480**	.278**	.121**	-.108*	.110*	.217**	-.234**	-.121**	.020	-.278**	.083	-.057	-.080	.119**	.091*	.200**
Stress	-.480**	1	-.281**	.234**	.309**	-.027	-.188**	.244**	.190**	-.085	.280**	-.054	.131**	.032	-.144**	.008	-.207**
PRG	.278**	-.281**	1	.061	.059	.431**	.511**	-.085	.158**	.092*	-.186**	.339**	.153**	-.161**	.416**	.325**	.523**
MD	-.212**	.234**	.061	1	.249**	.020	-.062	.241**	.151**	.202**	.277**	.079	.156**	.058	.015	.091*	-.020
FVE	-.108*	.309**	.059	.249**	1	.337**	.076	.204**	.383**	.012	.267**	.136**	.518**	-.086	.134**	.220**	.122**
ISS	.110*	-.027	.431**	.020	.337**	1	.406**	.035	.217**	.078	.051	.266**	.549**	-.178**	.242**	.296**	.335**
AC	.217**	-.188**	.511**	-.062	.076	.406**	1	-.064	.097*	.079	-.169**	.281**	.132**	-.220**	.331**	.390**	.557**
D	-.234**	.244**	-.085	.241**	.204**	.035	-.064	1	.286**	.219**	.476**	.171**	.166**	.081	-.061	.166**	-.060
RelC	-.121**	.190**	.158**	.151**	.383**	.217**	.097*	.286**	1	.010	.256**	.252**	.290**	-.089*	.075	.218**	.123**
H	.020	-.085	.092*	.202**	.012	.078	.079	.219**	.010	1	.177**	.116**	.015	.099*	.226**	.090*	.098*
BD	-.278**	.280**	-.186**	.277**	.267**	.051	-.169**	.476**	.256**	.177**	1	.107*	.205**	.251**	-.039	.036	-.111*
ResC	.083	-.054	.339**	.079	.136**	.266**	.281**	.171**	.252**	.116**	.107*	1	.174**	-.011	.340**	.349**	.272**
ESS	-.057	.131**	.153**	.156**	.518**	.549**	.132**	.166**	.290**	.015	.205**	.174**	1	.002	.078	.188**	.107*
SU	-.080	.032	-.161**	.058	-.086	-.178**	-.220**	.081	-.089*	.099*	.251**	-.011	.002	1	.005	-.156**	-.134**
A	.119**	-.144**	.416**	.015	.134**	.242**	.331**	-.061	.075	.226**	-.039	.340**	.078	.005	1	.243**	.415**
SCA	.091*	.008	.325**	.091*	.220**	.296**	.390**	.166**	.218**	.090*	.036	.349**	.188**	-.156**	.243**	1	.390**
P	.200**	-.207**	.523**	-.020	.122**	.335**	.557**	-.060	.123**	.098*	-.111*	.272**	.107*	-.134**	.415**	.390**	1

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

[Short forms used: PRG = Positive Reinterpretation and Growth, MD = Mental Disengagement, FVE = Focus on and Venting of Emotions, ISS = Use of instrumental social support, AC = Active coping, D = Denial, RelC = Religious coping, H = Humour, BD = Behavioral Disengagement, ResC = Restraint Coping, ESS = Seeking Emotional Social Support, SU = Substance use, A = Acceptance, SCA = Suppression of Competing Activities, and P = Planning.]

One Big Happy Family: Bridging and Bonding Social capital in families using Social Networking Sites

Meera Hirani¹, Abha Singh²

ABSTRACT

Social networking has become a major mode of communication over the past decade. Professional networks such as LinkedIn, Ecademy, Cofoundr have gained popularity among business and entrepreneurs while for personal use Facebook, Whatsapp and MySpace have achieved worldwide acceptability. Families, friends and significant others are using Hike, Instagram, Twitter, Messenger and other applications for regular interaction, providing social support, incite feelings of patriotism, collective identity and social interest. Studies on negative impacts of Social Networking Sites have outnumbered and overshadowed the researches that focus on its positive outcome. It is imperative to study, explore and find novel ways to use SNS for society's benefit. India is undergoing radical changes and the young adults and adolescents are building new ways of bridging and bonding social capital. The present paper presents a theoretical model that explains the causal relation of use of Social Networking Sites with social capital and psychological wellbeing in purview and highlights the positive outcomes of use Social Networking Sites (from here on SNS) among youth and its utility in maintaining family values and relations in this fast paced environment with Indian population in perspective. Need for empirical research on the positive outcome of SNS in Indian population has been emphasized along with recommendations for development of close bonds with family and caution of use of SNS among adolescents and young adults has been given.

Keywords: *Social Networking Sites (SNS), Computer mediated Communication (CMC), family relationships, family values, social capital*

Facebook, Whatsapp and Twitter have become common destinations for young adults and adolescents in India. Throughout the country young people are posting pictures, commenting on other's profiles, elaborately creating and designing their own profiles and expressing their opinions and emotions regarding their relationships with others on SNS. Over the past decade,

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the landline telephones have taken a back seat and use of mobile phones, ipad, Tabs and smart phones with internet connectivity is the new found mantra for fast, convenient and economical way of communicating. The earlier lustre of appearing cool has faded to regular use of SNS as an essential part of their communication system. According to company information of Facebook (2015) there are around 1.39 billion mobile monthly users as of September 2015 out of which 83.5% of their daily users are outside of United States and Canada. Out of these users, a major chunk of population is adolescents and young adults (Pew Research Center, 2015). In India alone there are 108.9 million facebook users (Statistica, 2015) and if we add in the number of other social networking site users, the number is certainly much more.

In India, a lot of emphasis is given on upkeep of family values and family bonding even in extended circles and it is expected out of adolescents and young adults to stay in touch with their relatives and cousins. With the demands of academics, work, unavailability of time and distance problem, maintaining regular contacts with relatives has become increasingly difficult. It has been also observed that people find it easier to text, use instant message and comment on SNS than speak on phone with relatives. People are using mobile phones and other computer mediated communications such as SNS as a way of communicating (Steinfeld, Ellison, & Lampe, 2008). Social networking comes of use where individuals connect with their family and are also able to discuss certain issues with people they trust in. Social networking is an excellent mode of watching over one's loved ones as their online activities and everyday updates give a fair idea of what is happening in their lives clearly revealing that use of SNS can bring positive effects on family cohesion. With such an extensive use of computer mediated communication, it becomes a responsibility to gauge its impact and implications on the young population of the country both socially and psychologically. It is innate to be apprehensive about change and to develop an unsubstantiated bias against any novel system such as online social communication. It is time for us to realize that no matter how one perceives the upcoming of SNSs, it is here to stay. On one hand, there are scientific evidences against online communication and on the other hand there are a many studies that support and uphold the use of SNS. . In the present paper, a theoretical model that explains increase of use of SNS for building social capital and the consequent positive psychological outcomes has been presented. Relevant literature on the utility of SNS for keeping and enhancing family values and relations in the Indian context has been included. In brief, after the widespread establishment of online communication system, it is essential to bring corroborative evidence of the positive effects of the same. This will aid in gaining a holistic view of the system, identification of problems and bringing innovative solutions for maximum benefit to the society.

Social capital and psychological wellbeing

Putnam (2000, p.19) defines social capital as the connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. The two main components of social capital are: *bridging social capital* which refers to values assigned to social

networks between heterogeneous groups such as peer group, online groups and extended circles and *bonding social capital* that pertains to the value assigned to social networks that are homogeneous in nature such as close relationships, parents and siblings. Bridging social capital is often *weak ties* that are between distant and dissimilar members of the community and that are not closely related however family and close friends form bonds that are *strong ties* that provide internal sense of belonging to similar individuals. The benefits of social ties and social influence on health and related behaviours such as exercise and diet have been well explored in the past. The direct effect of integration in social groups on positive psychological states such as sense of belonging, purpose, security and self worth has been studied and proved (Cohen, Underwood and Gottlieb, 2000). Social capital emanating especially from family have strong effects on resilience and hardiness of an individual (Fleming et al., 2008). Intimate relations tend to help in fighting stress and reduce depressive symptoms (Cohen and Hoberman, 1983; Morgan and Cotton, 2003).

Social Networking Sites Use and psychological wellbeing

In India, around 80% of student population use SNS where the students find use of SNS as convenient, fast and effective mechanism to connect with their peer group (Manjunatha S., 2013). While there are innumerable studies that suggest the negative impacts of SNS use on socio emotional development of youth, there exist a number of studies favouring the use of SNS for overall development of adolescents and young adults. The importance of SNS is illustrated in Valkenburg, Peter, & Schouten (2006) studies where they found that the frequency of SNS use has an indirect effect on self esteem and well being. It has been noticed that not only self esteem but also numerous psychological correlates such as self efficacy, need to belong, need for cognition and collective self esteem are positively affected on use of SNS (Gangadharbatla, 2002). Thus, the need for social acceptance and development of social identity propels youth towards SNS use. Use of SNSs such as Facebook benefit users who have low self esteem and low life satisfaction thus enhancing their psychological well being (Ellison et al., 2007). Shaw and Gant (2004) established the significant impact of internet use on loneliness and depression and increase in perceived social support and self esteem.

Social Networking Sites Use and Social capital

Use of SNSs prove to be excellent platforms for self disclosure which is important for young adults to form strong bonds with friends and for emotional support, trust, loyalty and sharing with intimate others (Radmacher & Azmitia, 2006). The positive usage of SNS contributes towards greater feelings of bonding, social capital and lower loneliness is illustrated by Burke, Marlow & Lento, (2010).

It has been suggested in various studies that people use SNS not only to make new connections but also revive old ones such as school friends, college friends and distant relatives. This aids in bridging social capital and proliferate their support networks. It has been observed that individuals balance their online and offline lives by overlapping the members in each domain.

One Big Happy Family: Bridging and Bonding Social capital in families using Social Networking Sites

Young adults use SNS predominantly to connect with their online and offline friends (Steinfeld, Ellison, & Lampe, 2008). The online and offline worlds of emerging adults are overlapping and interspersed to the extent that they use online communication for offline issues and to connect with people in their offline lives (Subrahmanyam et al, 2008). Many people use SNS for connecting on a daily basis for coordination of events and daily activities (Whon D. Yvette et.al, 2011). This implicates that regular contacts via SNS with family member and friends tends to increase level of bonding. In other words, SNS plays the role of a catalyst to form better bonds reducing stress, depression and other negative psychological distress; increases self esteem and psychological well being which in turn acts as a reward system to increase the behavior of usage of SNSs. The thematic of the theoretical model of the above is depicted in Figure 1.

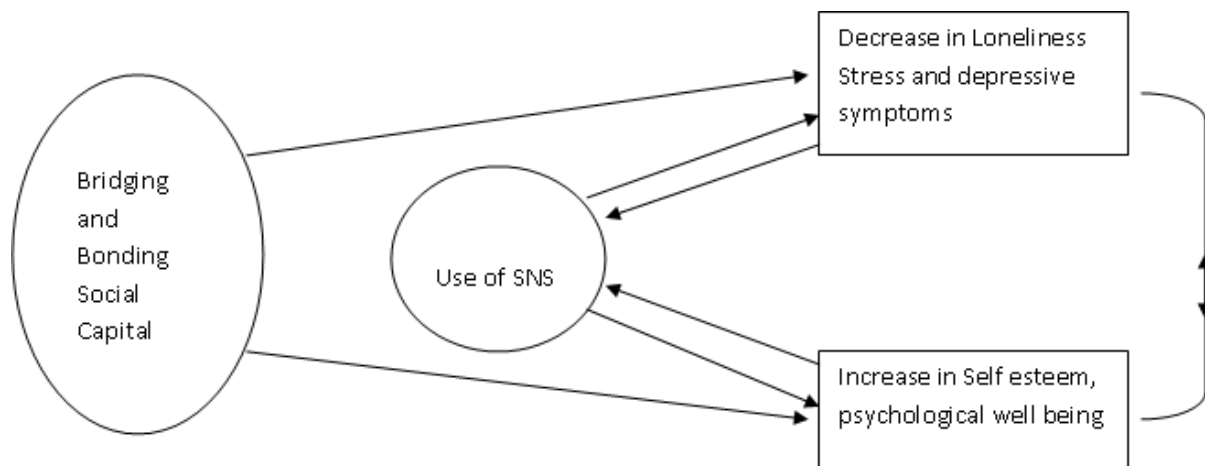


Figure 1: Theoretical model of causal relationship of Bridging and Bonding social capital with use of SNS, psychological distress and psychological well being.

However, building social capital on SNS depends upon the types of site activities contrasting one-on-one communication broadcasts to wider audiences, leads to passive consumption of social news, and also depends on the individual differences among users, their social communication skill and their self-esteem. Receiving messages from friends is associated with increases in bridging social capital. However passively reading news helps those who have lower social fluency to draw value from their connections (Burke et al, 2010).

Thus the use of SNS has many advantages and can be tapped to enhance an individual's overall socio-emotional well being. In India, the extensive use of SNS and its utility in forming social bonds has been studied only sparsely.

Bridging and bonding social capital using SNS in India

India is known for its heritage and culture. The upholding of one's religion and family values is not unfamiliar. It is an unwritten rule in India that one must respect and maintain cordial relations with their relatives and cousins and even in business (Hofstede, 1980). Touching elders' feet, saying *Namaste* with hands folded and enquiring about the well being of everyone in the household are basic manners taught to Indian children from their childhood. Even during the

emotional disengagement period of adolescence, most Indian teenagers and young adults abide by these rules. Indian families including immigrants strive for continual contact and are close knit with extended families and remain in contact however face problems of time, distance and professional engagements to maintain relations (Poulsen, S. S., 2009). Immigrants go one step ahead by returning to India and have long term visits from family members to strengthen their children's sense of ethnic identity (Hickey 2012). This indicates the emphasis Indian families give on their religion, traditions, values and cultural heritage. Thus, adolescents and young adults stay in touch with their relatives over phone and through SNS though there is sparse empirical research done in this domain. In her article "Use of social networking in a linguistically and culturally rich India", Mahajan P.(2009) shows the use of SNS to raise voice against negative elements affecting culture and enhancement of vigilantism against activities that do not uphold the spirit of the nation and its culture. According to the study, SNS enables connectivity across distance and time and thereby its popularity and increased utilization. The feelings of patriotism, collective identity and social interest are demonstrated by SNS users on their profiles and comments. The values, tradition and cultural factors are kept in mind by users when they are using SNS. With the demands of academics, unavailability of time and distance problem, maintaining regular contacts with one's relatives has become increasingly difficult. Whitty (2008) established that use of computer mediated communication (CMC) may actually be a better way of communication as the users tend to reveal their true selves online and that use of CMC can induce greater feelings of love and support even if that person is not receiving face to face communication. In India, millions of adolescents staying in hostels and away from home on the account of their academic and professional reasons remain in regular contact with their loved ones through SNS. Rau, Gao and Ding (2008) found that people join SNS to develop and maintain relationships. They propose that the main aim of SNS is to gratify socio-emotional needs and not informational needs and it connects person-person in a more direct and interpersonal fashion. Corenjo et al (2013) found that the content shared in SNSs strengthens older adults' social network by enriching and complementing traditional social engagements such as those conducted over the phone or in-person. Senior citizens staying in old age homes or whose kith and kin reside abroad have found this as a very convenient way to share their lives and feel much more cared for through video chats on SNS. Stern and Messer (2009) investigated and found that e-mail has become an important tool in maintaining core familial social networks, especially when the family members live outside the local area and also that the use of Computer Mediated Communication helps in maintenance of these familial networks and developing social capital. Asian users have been found to prefer multi-party chat, audio-video chat, and emoticons in digital media (Kayan , Fussell & Setlock, 2006), to benefit more from rich communication media in negotiation (Veinott, 1999), and to be less satisfied with asynchronous communication. According to Choi et al (2011), the use of SNSs for relational purposes and the resulting social capital and relationships are still culturally driven, reflecting the prevalent values and norms of the particular cultures in which the users belong. They found that the level of relationships is at a more advanced stage of development in Korean networks in SNSs than American counterparts. As Asian culture is said to be internally similar, Indians' SNS use for forming closer bonds is

apparent. Interdependence, harmony, relatedness and connection are primal in Asian cultures. Adolescents and youth of India carry forward their culture and embed it in the technological systems as well. A need for more empirical research in this area is seen to find how use of SNS enhances family bonding and social capital among Indian adolescents and young adults.

Recommendations

Based on the existing plethora of literature available on SNS use, it is noticed that researches proving the negative impacts of SNS overshadow the positive aspects of the unstoppable use of SNS. Almost every household in India especially metropolitan cities have adolescents and young adults actively involved in using SNS. It is apparent that it has an impact on their socio emotional well being.

- Parents and authority figures need to understand that change in ways of communication is inevitable and families also need to change their perspectives on how to use SNS positively to form stronger bonds and keep up family relations by overcoming the distance and time difficulty for face to face interaction with near and dear ones.
- The culture and heritage of India is embedded in today's youth however their ways of expressing them is changing such as posting the Indian Flag in their display pictures on national holidays. Thus, there is an immediate requirement to find whether and how family bonding, family cohesion and social capital can be enhanced by using SNS in the upcoming generation of India.
- There is a pressing need for empirical research on finding solutions on how to tap the resources of SNS for upkeep of family relationships, culture, values and heritage of India.
- SNS designers are recommended to design SNS keeping families and expression of positive emotions towards families in purview and utilize programmed instruction for developing positivity in adolescents and young adults when they contact their family members regularly.
- Adolescents and young adults must be made aware of the ill effects of overuse and misuse of SNS not just by parents but via the SNS system itself.
- Adolescents and young adults should be made aware of the positive effects of self disclosure to their families and encouraged to use overt expressions to communicate their problems, voice their opinions, "talk out" their issues and seek solutions from trusted members of family by adding them in their online circles instead of seeking advice from strangers on SNS. This will keep them safe from cyber bullying, cyber stalking and cybercrimes.

CONCLUSION

The reality of upcoming of Online Social Networking cannot be evaded. Use of technology is not limited to utilitarian purpose but also should be taken into account to enhance psycho social development of today's youth. There are innumerable studies of the negative impact of SNS on adolescents and young adults however just as one cannot neutralize the impact of televisions on individuals, the use of SNS as a mode of communication by adolescents and young adults

cannot be controlled to a large extent. There is a dearth of empirical research in India with adolescents and young adults in perspective and the positive impact of SNS on their psychological well being. It is time for us to realize that in the fast paced environment SNS can be an excellent way to cope with the pressures of work and time along with upholding family values and build social capital and social relationships for today's generation. On one hand one cannot negate the ill effects of excessive use and misuse of SNS but on the other hand one must look into the positive ways of using the sites for holistic development of individuals. Adolescents and young adults can interact with their families and extended families online and find social acceptance, care, nurturance and love. With intricate webbing of regular interactions between family members there is enhancement of social capital, interdependence and psychological wellbeing making each family – A BIG HAPPY FAMILY.

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Attachment Style, Emotional Maturity and Self-Esteem among Adults with and Without Substance Abuse

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ABSTRACT

The present study focuses on determining the difference between adults with and without substance abuse in their attachment style, emotional maturity and self-esteem and also whether there is gender difference in them. For the study, sample comprised of 80 participants, i.e. 40 substance abusers and 40 substance non abusers in which 20 males and 20 females of 18 – 30 years from both the group were taken as sample. The primary reason of the study was that substance abuse is a persistent problem that many people suffer from and it is inexorably a growing issue that leads to social and economic influences. The results showed that there was significant difference among adults who abuse substances and who did not abuse substances. Participants who did not abuse substances showed secure attachment pattern, high emotional stability and high self-esteem as compared to participants who abuse substances. Also there was a significant gender difference in secure attachment pattern in non-abusers and in insecure attachment pattern in substance abusers. Females in comparison to males were more emotional stable in both the groups. No significant difference was seen in the self-esteem of males and females. The study provides an opportunity for further research across age and sub-divisions of the variables to uncover the possible differences or similarities that may be present.

Keywords: *Attachment Style, Emotional Maturity, Self-Esteem, Adults, Substance Abuse*

Substance abuse, also known as drug abuse, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others, and is a form of substance-related disorder. Widely differing definitions of drug abuse are used in public health, medical and criminal justice contexts. The exact cause of substance abuse is not clear, with theories including: a genetic disposition; learned from others - or a habit which if addiction develops, manifests as a chronic debilitating disease. Drugs most often associated with this term include: alcohol, substituted amphetamines, barbiturates, benzodiazepines, cocaine,

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methaqualone, and opioids. An estimated 7.5 crore Indians are drug addicts and the number is going up significantly, spreading to semi-urban and backward areas.

Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1969). Four styles of attachment have been identified in adults: secure, anxious-preoccupied, dismissive-avoidant and fearful-avoidant. Securely attached adults tend to have positive views of themselves, their partners and their relationships. Anxious, dismissive and fearful attachment style together is considered as insecure attachment style. Adults with insecure attachment desire a high level of independence, often appearing to avoid attachment altogether or have mixed feelings about close relationships, both desiring and feeling uncomfortable with emotional closeness. Emotional maturity refers to your ability to understand, and manage, your emotions. Emotional maturity enables you to create the life you desire. Each person has a different level of emotional maturity. It is something which you can consistently work on and improve over time. **Self-esteem** is used to describe a person's overall sense of self-worth or personal value which involves a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors.

Substance abuse affects an individual physically, socially and even psychologically. Out of all the psychological factors that get affected by substance abuse, attachment pattern and self-esteem, emotional maturity has been chosen to be tested in the present study.

It is very important to have a healthy way of life to improve psychological wellbeing. Some psychological benefits include decreased mental illness, better ability to handle problems, increased self-esteem and cognitive abilities.

REVIEW OF LITERATURE

Rose et al. (2014) indicated that addiction or substance abuse can stunt emotional growth. They showed that adolescents who abuse alcohol or drugs have enormous difficulties transitioning into adulthood. Those who drink large volumes of alcohol or abuse drugs early in life will generally experience problems with emotional maturity.

Hatch (2013) said that addicts tend to be more emotionally immature than non-addicts. They are easily flooded with emotion to the point of impairing functioning. They tend to respond to frustrating situations as disasters rather than having any perspective. Addicts are often self-centred and not good at dealing with the everyday requirements of life like being on time, fulfilling obligations and telling the truth.

Rajkumar (2012) investigated the emotional maturity and gender differences in government employees. The results of the study indicated that the female employees were found significantly better than the male employees in the area of emotional maturity skills and there is a significant

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gender difference in emotional maturity. It was also noticed that employees in the government sector are emotionally unstable.

Winograd (2012) conducted a study that examined emotional maturity and alcohol use and found that when participants were interviewed at 25 years of age, some showed signs of alcohol use problems, but did not report any feelings of immaturity or lack of emotional development. However, when the same participants were interviewed later at the age of 29 and then again at the age of 35, there were individuals who showed signs of alcohol abuse and/or dependence as well as self-reported feelings of immaturity for their age.

Alavi (2011) studied the role of self-esteem in tendency towards drugs, theft and prostitution. It was found that self-esteem had a meaningful role in the individual's tendency to addiction, theft and prostitution. Hence, it was concluded that those who are involved in addiction, theft and prostitution have a lower self-esteem compared with the ordinary person.

Karairmak & Duran (2008) examined gender differences in attachment styles and explored the relationship between attachment styles and preference for conflict handling behavior in close relationships among Turkish adolescents. Results revealed an association between attachment styles and conflict handling, as well as gender differences in attachment styles.

Kassel, Wardle and Roberts (2007) plugs to a relationship between insecure attachment and drug use, particularly alcohol consumption. Simultaneous regression analyses revealed that, for drug use frequency, the influence of anxious attachment operated primarily through its effect on dysfunctional attitudes and self-esteem. Regarding drug use attributable to negative affect reduction, anxious attachment demonstrated direct, independent effects on both cigarette smoking and alcohol use. These findings highlight the potential importance of adult attachment styles as a risk factor for drug use among college students.

McNally et al. (2003) has found a positive association between insecure adult attachment styles and harmful drinking patterns. The results indicated that a negative model of self would contribute significantly to the variance in drinking problems over and above that accounted for by level of alcohol consumption.

Shrier et al. (2001) revealed that self-esteem is related inversely to tobacco use, alcohol use, and use of other drugs. Regardless of type of drug, recent users had the lowest self-esteem and never users had the highest scores. Race and gender were not associated significantly with self-esteem.

Kahn and Fawcett (1993) reported that lack of self-esteem can be correlated with increase in likelihood of some crimes and drug abuse.

METHODOLOGY

Aim

- To study attachment style, emotional maturity and self-esteem among adults with and without substance abuse.

Objectives

- To identify the attachment styles among the adults with substance abuse and without substance abuse.
- To assess the level of emotional maturity among the adults with substance abuse and without substance abuse.
- To assess the level of self-esteem among the adults with substance abuse and without substance abuse.
- To compare male and female adults with and without substance abuse in relation to attachment style.
- To compare male and female adults with and without substance abuse in relation to emotional maturity.
- To compare male and female adults with and without substance abuse in relation to self-esteem.

Hypothesis

- There will be a significant difference in attachment style of adults with and without substance abuse.
- There will be a significant difference in level emotional maturity of adults with and without substance abuse.
- There will be a significant difference in self-esteem of adults with and without substance abuse.
- There will be a significant gender differences in attachment style of adults with and without substance abuse.
- There will be a significant gender differences in the level of emotional maturity of adults with and without substance abuse.
- There will be a significant gender differences in self-esteem of adults with and without substance abuse.

Participants

The sample comprised of 80 participants, i.e. 40 substance abusers and 40 substance non abusers in which 20 males and 20 females ranging between the age group of 18 - 30 years from both the group were taken as sample.

Research Design:

A comparative study on the lines of ex post facto research design is used.

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Instrumentation:

The tools which were used for the study included: Emotional Maturity Scale by Singh & Bhargava (1990), Relationship Scale Questionnaire by Griffin & Bartholomew (1994) and Rosenberg Self-Esteem Scale by Rosenberg (1965)

Procedure:

After collection of data of both adults with substance abuse and without substance abuse their scores were calculated and the raw data was inserted to a master chart. Statistical techniques that were used included mean scores and *t* test. The hypothesis formulated were then accepted or rejected through the analysis of the scores.

RESULTS

Table 1 - Showing the mean, standard deviation, *t* value obtained and significance of difference of Secure and Insecure Attachment between adults with substance abuse and without substance abuse.

		N	Mean	Standard Deviation	<i>t</i>	<i>P</i>
Secure Attachment	Adults with Substance Abuse	40	1.76	0.46	21.750	Sig***
	Adults without Substance Abuse	40	3.98	0.45		
Insecure Attachment	Adults with Substance Abuse	40	4.17	0.36	22.647	Sig***
	Adults without Substance Abuse	40	2.20	0.42		

0.05*, 0.01**

Table 2 – Showing the mean, standard deviation, *t* value obtained and significance of difference of secure and insecure attachment between adult males and females with substance abuse.

Adults with Substance Abuse		N	Mean	Standard Deviation	<i>t</i>	<i>P</i>
Secure Attachment	Male Adults	20	1.64	0.45	1.600	In-sig
	Female Adults	20	1.87	0.46		
Insecure Attachment	Male Adults	20	4.33	0.33	3.013	Sig***
	Female Adults	20	4.02	0.32		

0.05*, 0.01**

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Table 3 - Showing the mean, standard deviation, *t* value obtained and significance of difference of Secure and Insecure Attachment between adult males and females without substance abuse.

Adults without Substance Abuse		N	Mean	Standard Deviation	<i>T</i>	<i>P</i>
Secure Attachment	Male Adults	20	3.75	0.43	3.781	Sig***
	Female Adults	20	4.21	0.34		
Insecure Attachment	Male Adults	20	2.24	0.53	0.636	In-sig
	Female Adults	20	2.16	0.28		

0.05*, 0.01**

Table 4 – Showing the mean, standard deviation, *t* value obtained and significance of difference of level of Emotional Maturity between adults with substance abuse and without substance abuse.

	N	Mean	Standard Deviation	<i>T</i>	<i>P</i>
Adults with Substance Abuse	40	158.60	44.25	11.720	Sig***
Adults without Substance Abuse	40	74.55	9.94		

0.05*, 0.01**

Table 5 – Showing the mean, standard deviation, *t* value obtained and significance of difference of Emotional Maturity between adult males and females with substance abuse.

Adults with Substance Abuse	N	Mean	Standard Deviation	<i>t</i>	<i>P</i>
Male Adults	20	188.20	32.19	5.670	Sig***
Female Adults	20	129.00	33.73		

0.05*, 0.01**

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Table 6 - Showing the mean, standard deviation, *t* value obtained and significance of difference of Emotional Maturity between adult males and females without substance abuse.

Adults without Substance Abuse	N	Mean	Standard Deviation	<i>t</i>	<i>P</i>
Male Adults	20	78.40	8.08	2.627	Sig [*]
Female Adults	20	70.70	10.32		

0.05^{*}, 0.01^{**}

Table 7 - Showing the mean, standard deviation, *t* value obtained and significance of difference of Self-Esteem between adults with substance abuse and without substance abuse.

	N	Mean	Standard Deviation	<i>t</i>	<i>P</i>
Adults with Substance Abuse	40	14.35	3.73	16.483	Sig ^{***}
Adults without Substance Abuse	40	26.10	2.52		

0.05^{*}, 0.01^{**}

Table 8 – Showing the mean, standard deviation, *t* value obtained and significance of difference of Self-Esteem between adult males and females with substance abuse.

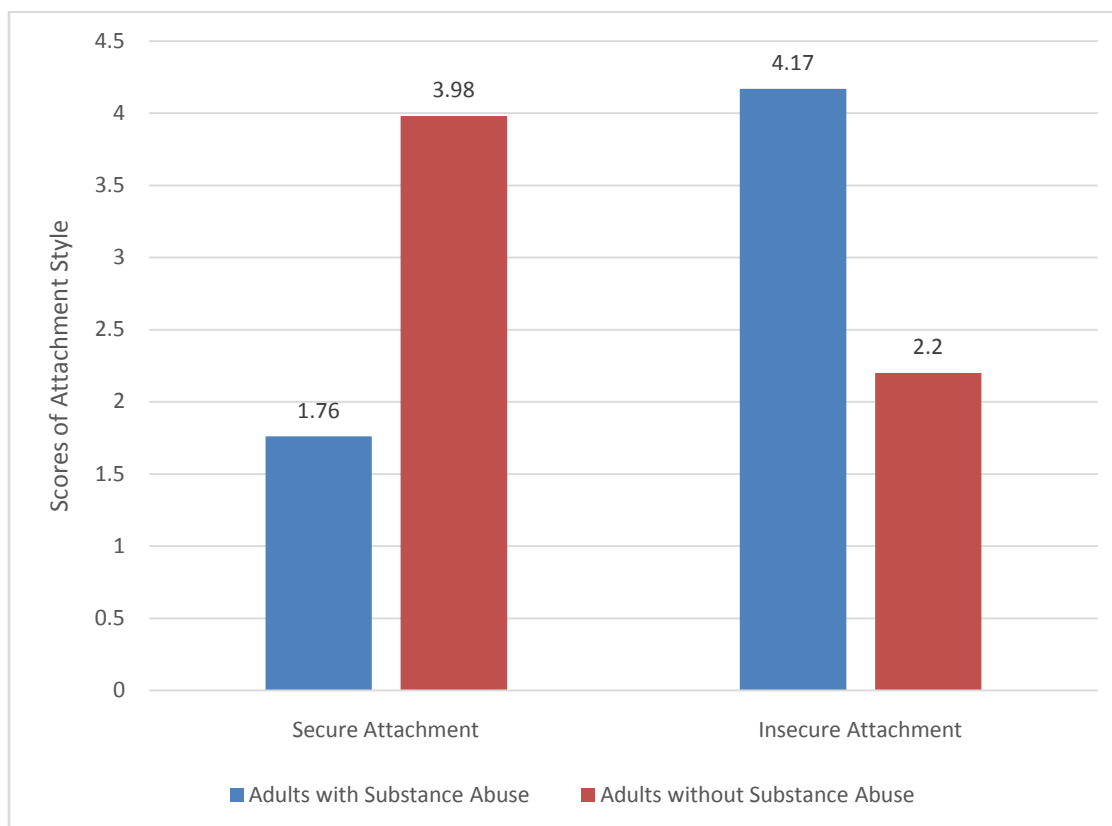
Adults with Substance Abuse	N	Mean	Standard Deviation	<i>t</i>	<i>P</i>
Male Adults	20	14.95	3.66	1.015	In-sig
Female Adults	20	13.75	3.80		

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Table 9 - Showing the mean, standard deviation, t value obtained and significance of difference of Self-Esteem between adult males and females without substance abuse.

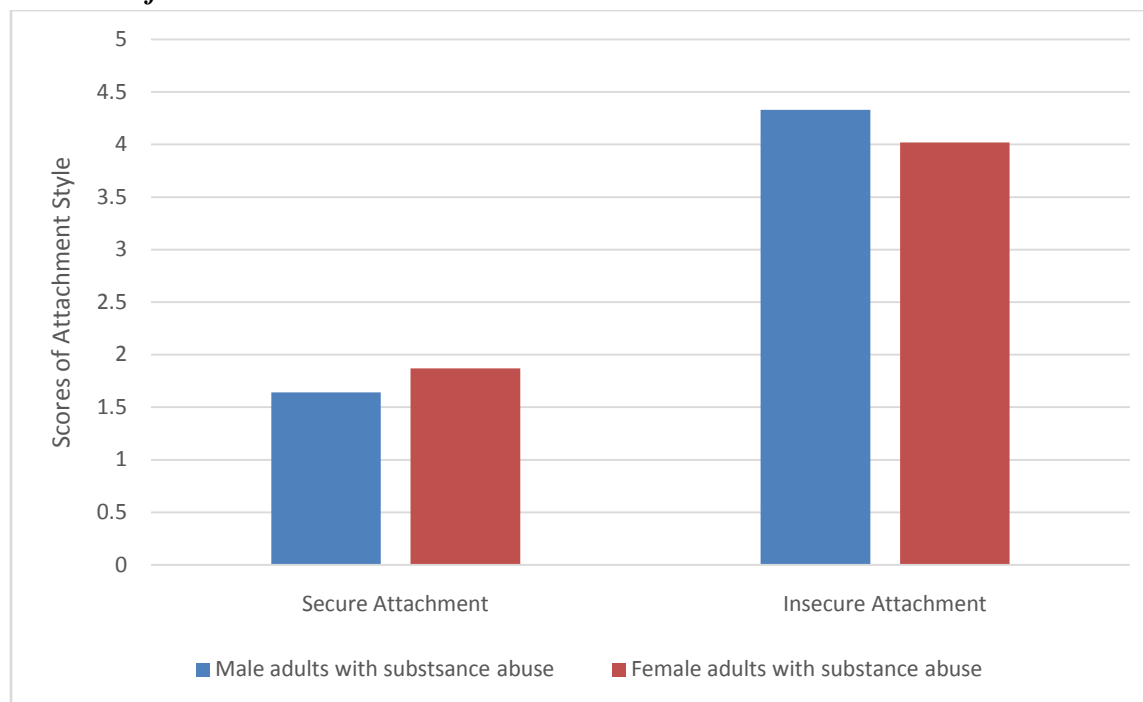
Adults without Substance Abuse	N	Mean	Standard Deviation	t	P
Male Adults	20	26.20	2.58	0.248	In- sig
Female Adults	20	26.00	2.51	0.248	In-sig

Graph 1 - Showing the mean value of Secure Attachment and Insecure Attachment among adults with substance abuse and without substance abuse.

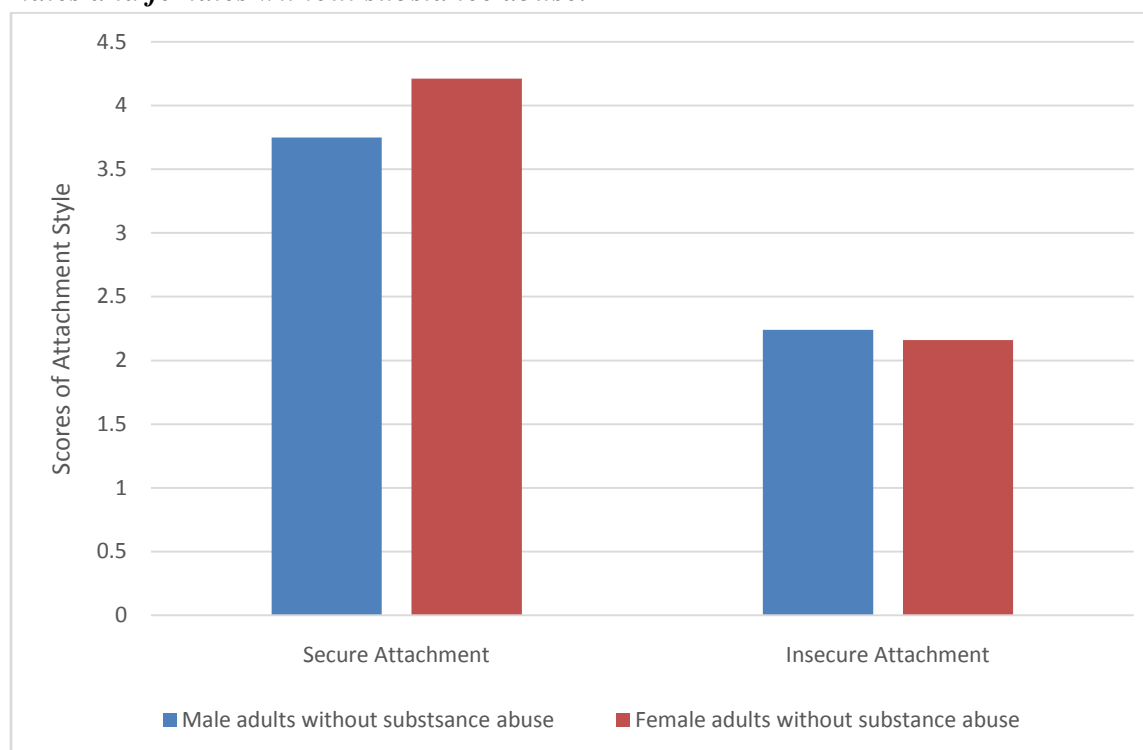


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Graph 2 - Showing the mean value of Secure and Insecure Attachment Style between adult males and females with substance abuse.

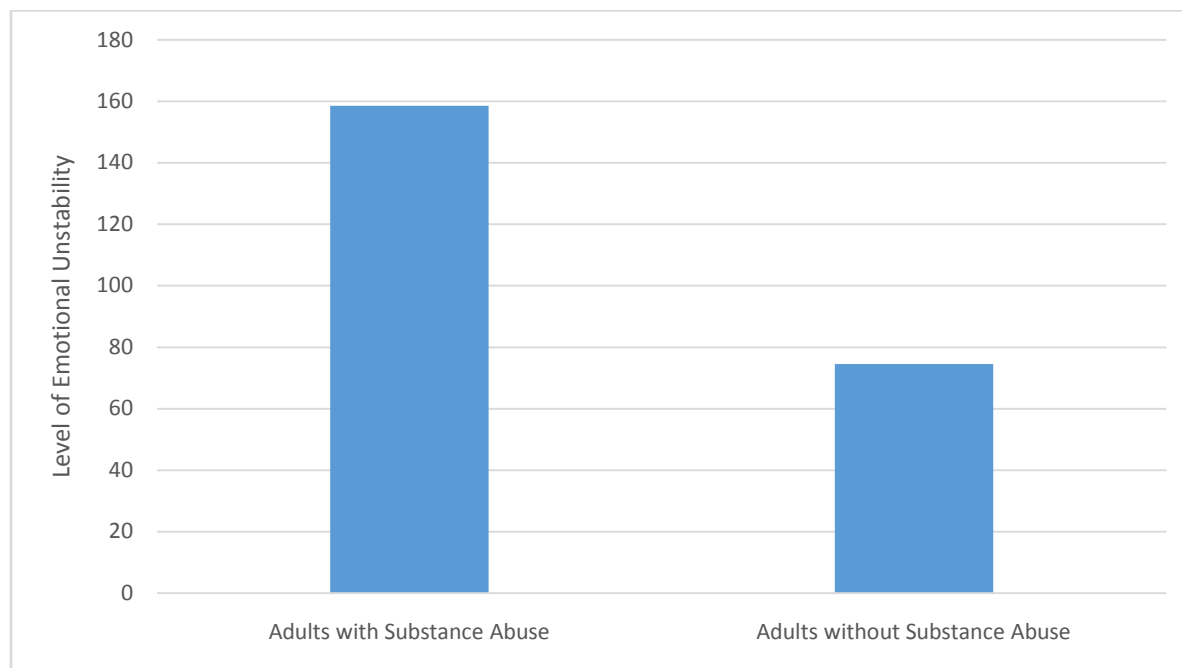


Graph 3 - Showing the mean value of Secure and Insecure Attachment Style between adult males and females without substance abuse.

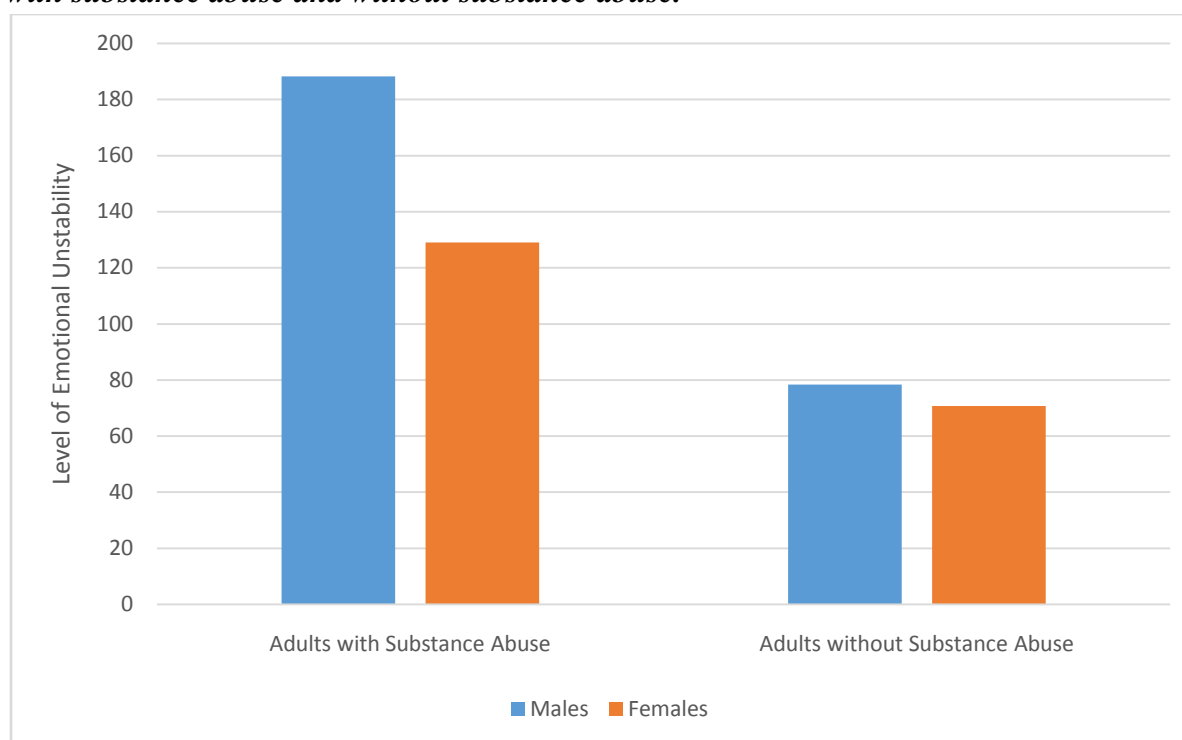


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Graph 4 – Showing mean value of Emotional Maturity among adults with substance abuse and without substance abuse.

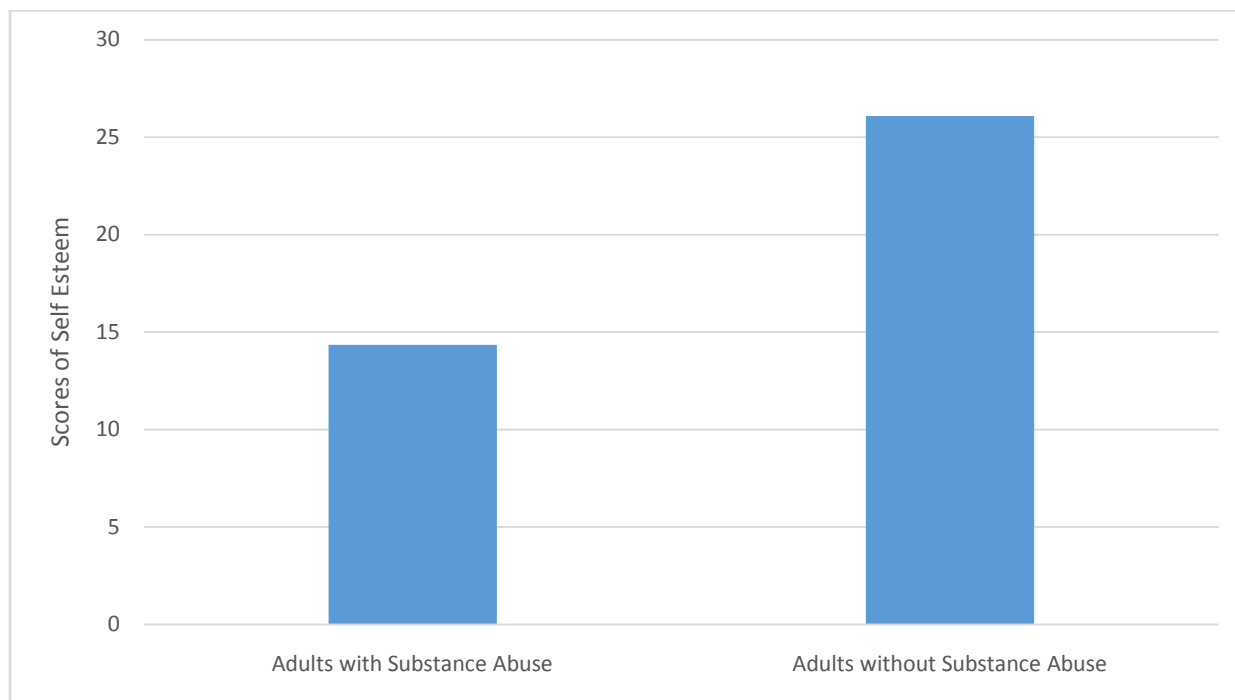


Graph 5 - Showing the mean value of Emotional Maturity between adult males and females with substance abuse and without substance abuse.

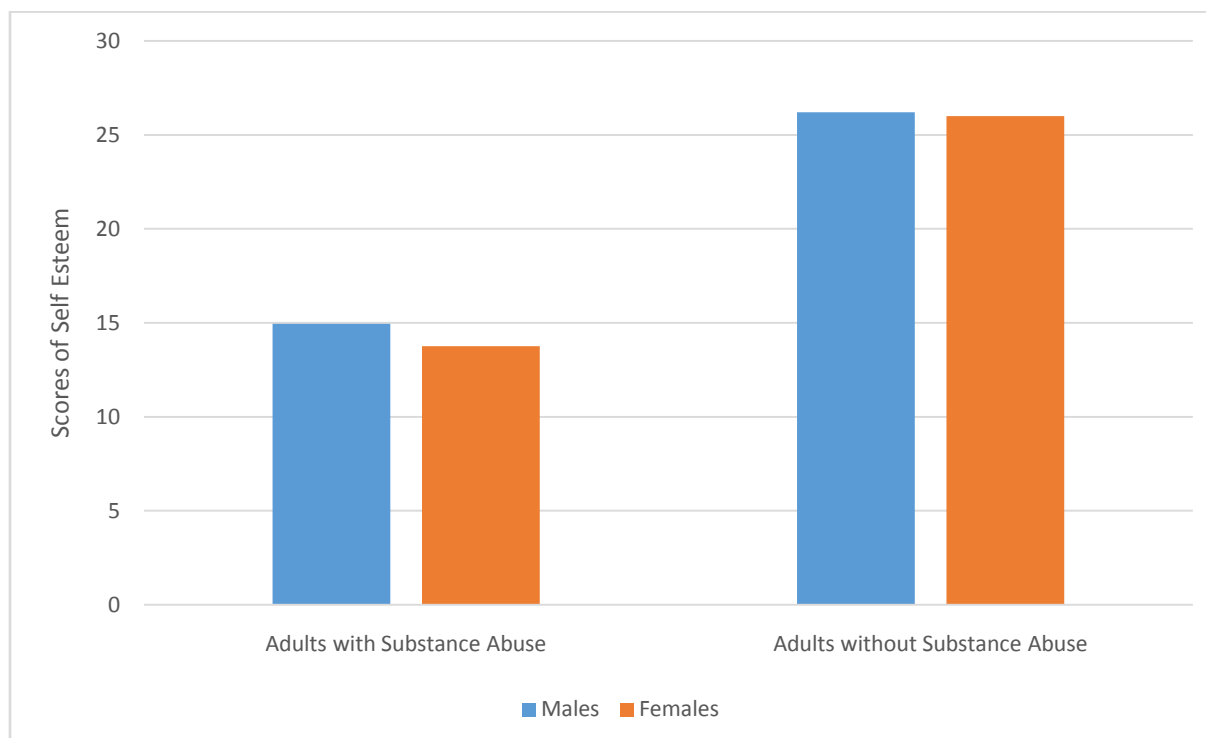


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Graph 6 - Showing the mean value of self-esteem among adults with substance abuse and without substance abuse.



Graph 7 - Showing the mean value of self-esteem between adult males and females with substance abuse and without substance abuse.



DISCUSSION

Following are the results which were found out after in-depth analysis of the scores:

There was a significant difference in secure attachment style of substance abusers and non-abusers. The adults who do not abuse substances tend to have a secure attachment style i.e. they have a positive view of the self, others and relationships. Also there was a significant difference in insecure attachment style of adults who abuse substances and who do not abuse substances. The adults with substance abuse tend to have an insecure style of attachment. The reasons of the result could be that substance abusers avoid or ignore the caregiver — showing little emotion when the caregiver leaves or returns. A significant difference could not be established between male and female adults who abuse substances in secure attachment style. There was a significant difference between both the genders with substance abuse in insecure attachment style, with male adults having more insecure attachment pattern than female adults. Also it was found that there was significant difference in secure attachment pattern of male and female adults without substance abuse whereas there was no significant difference between both the genders in insecure attachment pattern among adults without substance abuse. Various researchers have proven that attachment style affects substance abuse, emotional distress and interpersonal problems in adults. Thorberg and Lyvers (2006) stated that clients who were undertaking treatment for alcoholism, heroin addiction, or cannabis abuse reported higher levels of insecure attachment and fear of intimacy.

There was a significant difference between the emotional maturity of substance abusers and non-abusers. The adults who abuse substances tend to be extremely unstable on the level of emotional maturity i.e. they find it hard to deal with the normal challenges of life, feel unable to cope and suffer from stress. Whereas, adults who do not abuse substances tend to be extremely stable on the level of emotional maturity i.e. they are able to see each situation as unique and can adapt to a style accordingly, take responsibility of their own life, are resilient and seek for personal growth. Norton (2008) said that during youth, substance abuse fixes the brain at the same level of maturity as it was when drug use began. Hatch (2013) said that addicts tend to be more emotionally immature than non-addicts. Rose (2014) indicated that substance abuse can stunt emotional growth. There was significant gender differences among the adults of both substance abuse and without substance abuse. Male adults who abuse substances are more unstable emotionally than females who abuse substances also female adults without substance abuse are more stable emotionally than males. Rajkumar, A. (2012) indicated that there is a significant gender difference in emotional maturity as the female employees were better than the male employees in the area of emotional maturity skills.

There was a significant difference between the self-esteem of substance abusers and non-abusers. The adults who do not abuse substances tend to have higher self-esteem than adults who abuse substances. Low self-esteem results in social withdrawal, anxiety and emotional turmoil. They lack self-confidence and social skills, may suffer from depression or bouts of sadness and have

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less social conformity. Whereas People who have high self-esteem have confidence in their own abilities, know what they want, have effective communication skills and drive to succeed. Various researches support these findings. Alavi, (2011) reported that self-esteem had a significant role in the individual's tendency to addiction. Kounenou (2010) stated that high self-esteem is a predictor of anticipation of drugs and narcotics. Ogborne and Smart (1994) also reported that individuals undergoing treatment for substance abuse had low self-esteem. There was no significant gender differences among the adults with substance abuse and without substance abuse. Whereas, male adults who abuse substances and also who do not abuse substances have higher self-esteem than females who abuse substances. This is verified by the study done by Kling et al. (1999). They examined gender differences in global self-esteem. It indicated higher male self-esteem than females but the difference was small.

CONCLUSION

The current research aimed to study *Attachment Style, Emotional Maturity and Self Esteem among Adults With and Without Substance Abuse*. The sample comprised of 80 participants, i.e. 40 substance abusers and 40 substance non abusers in which 20 males and 20 females from both the group were taken as sample. The age range of the participants was 18 – 30 years. Tools used in the study were Relationship Scale Questionnaire, Emotional Maturity Scale and Rosenberg Self-Esteem Scale to assess the variables: attachment style, emotional maturity and self-esteem. The findings of the study were that there was a significant difference in both secure and insecure attachment style, self-esteem and emotional maturity of the adults with substance abuse and without substance abuse. It was also found that there was no significant difference between male and female adults with substance abuse in secure attachment style and self-esteem. But there was a significant difference in insecure attachment style and emotional maturity among male and female adults with substance abuse. Among the male and female adults without substance abuse, it was found that there was a significant difference in secure attachment pattern and emotional maturity. But there was no significant difference in insecure attachment pattern and self-esteem among the male and female adults without substance abuse. Some limitations of the study included that the tools used for attachment style and self-esteem were not validated for Indian population. Also other variables, such as parental substance abuse, participant's style of living, duration of treatment taken by them and their family structure, need to be taken into consideration. Further suggestions also include that substance abuse could be studied in relation with other psychological variables and correlation between substance abuse and the psychological measure could be found. The various dimensions of variables could also be studied by comparing them between individuals who abuse substance and who do not abuse substances to make the study more in-depth. Studies could be done by researchers to find out the effect of different types of substances people abuse in relation with various psychological measures. The social implication of the study includes providing an insight about enhancing self-development in the context of peers, family, close relationships and global settings. Thus, preventing and treating substance abuse in early years of life as the present study has proven that

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there is significant difference in the attachment styles, level of emotional maturity and self – esteem of adults with substance abuse and without substance abuse.

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Construction of Test Measuring Mental Rotation Ability of Adolescent High School Students

Sumona Datta^{1*}, Debdulal Dutta Roy²

ABSTRACT

One important aspect of Visuospatial Reasoning is the ability to rotate an object mentally. Presently, one of the most popular and widely used test of Mental Rotation is the Redrawn version of Vandenberg & Kuse Mental Rotation test (VMRT). However, this test has often been criticised to be more difficult because of its complicated scoring system. Present study compared this standard test of mental rotation ability with a newly constructed test with less number of items and less complicated scoring system. We collected data from 147 adolescent school students (Mean age=13.10 years; SD=1.84) by administering both the tests consecutively. Findings showed that VMRT has very high difficulty index as compared to the newly constructed test. The latter also proved to be a more reliable and valid measure of mental rotation ability as compared to VMRT. Discussion focused on the relative advantage of the newly constructed test for assessing mental rotation ability.

Keywords: *Mental Rotation, Cognitive test, Vandenberg & Kuse Mental Rotation test, Psychometric test construction.*

Mental Rotation Ability

One of our very important cognitive components is Visuospatial reasoning, often considered to be a component of intelligence (Thurstone, 1938). Visuospatial reasoning (VSR) is the *ability to manipulate visuospatial information* so as to reason out *logical inferences* based on the given information. This definition focuses on three aspects: First, it is ability so it varies with age like other cognitive abilities. Second, it requires manipulation of visuospatial information (information about the static and dynamic spatial properties of the object like orientation, degree of rotation, part-whole relation, relative motion etc.) through imagination. Third, such manipulation is needed in order to reason out logical inference. That is, such logically done manipulation leads to objective and stable predictions.

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Ability to mentally rotate an object in order to accurately predict its transformed shape is one of the most important aspects of visuospatial ability. Maier (1998) defines mental rotation as the “the ability to rapidly and accurately rotate a two- or three-dimensional figure mentally”. Reasoning based on mental rotation ability enables an individual to visualize objects in different orientations. This ability is therefore required to solve geometrical problems, map reading as also in performing various daily activities like spatial navigation.

Prior studies on measuring Mental Rotation ability

The first experiments performed by Shepherd & Metzler (1971) to measure mental rotation ability were based on the belief that individuals are often able to recognize rotated three-dimensional objects irrespective of the orientation. The three-dimensional objects were all tube-like structures, made of ten cubes and having arms in three axes i.e. x, y and z (Fig. 1). They found that time taken to mentally rotate a three-dimensional object increases as a function of angular difference i.e. as the degree of rotation increases the time taken to predict the transformed figure also increases. Needless to mention they used a digitalized test format where the subjects are presented with two stimuli at a time, one target stimulus and a possible replica. The subject had to determine whether the second image is the same as the target stimulus, but in a rotated position. As they responded, their reaction time was measured.

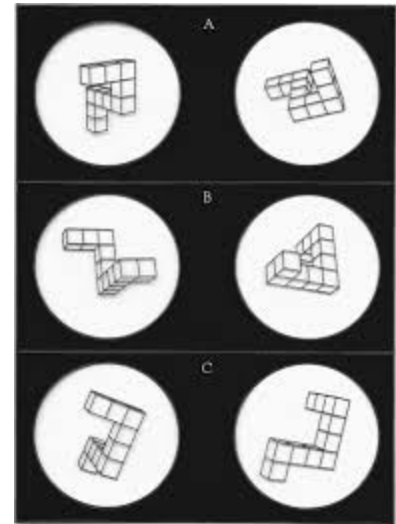


Fig. 1: Stimuli used by Shepard & Metzler

Later on however, a paper-pencil test of Mental Rotation ability was developed by Vandenberg & Kuse (1978). This test was used worldwide for a long time until 1995 when a redrawn version of the test was developed by Peters et al., (1995). The redrawn version was then standardized and has been in use worldwide. Here also the target stimuli are the same as that used by Shepard & Metzler (1971) in their experiments. However, this version is a little different in its stimulus presentation in that, here each target stimulus is presented along with four other options. All the four options are similar looking three-dimensional tube like figures with three arms (Fig. 2). However, only two among these images are that of the target stimulus, although rotated into different orientations. The subject has to identify both the correct images in order to get a score. There are 24 items and the time allotted is 6 minutes.

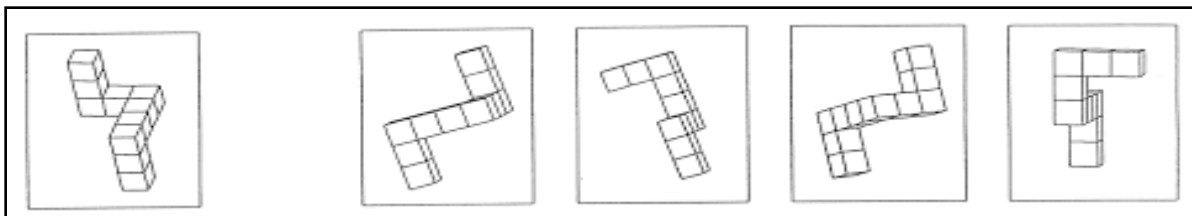


Fig. 2: Item of Redrawn version of Vandenberg & Kuse Mental Rotation Test (1995)

As a matter of fact, the task of recognizing two correct options for each item complicates the performance of the subjects. In the original work of Shepard & Metzler (1971), subjects were asked to compare only one stimulus with the target stimulus at a time. They noticed increase in time taken to respond with increase in the degree of rotation. It is therefore important to consider the outcome when subjects are presented with four rotated images and then to recognize two correct options out of the four. As pointed out by Hoyek et al., (2012), comparing five stimuli at the same time becomes a difficult task and hence several researchers later on reduced the number of stimuli to be compared in their study. This is because the whole process of mental rotation follows three steps: forming a mental representation of the object, performing the rotational transformation and predicting the possible outcome. Now when the subject is presented with a number of options, the subject has to compare each of the presented images with the mentally rotated image. Until he/she finds the correct option, one has to hold the rotated image of the target stimulus in his/her visuospatial working memory. Thus as the number of options to be compared increases, the load on working memory also increases, thereby reducing the chance of answering correctly. Thus the difficulty level of the item increases, not because the subject do not have the ability to mentally rotate the image, but because of greater taxation of working memory space.

Again, since out of four options, the subject has to choose two answers, the guessing probability is 50% in this case. As the guessing probability increases the accuracy of the test items to adequately discriminate among the respondents will decrease. These issues complicate the administration of the redrawn version of the Vandenberg & Kuse Mental Rotation Test.

PRESENT STUDY

There is no denying the fact that mental rotation ability is an important aspect of our spatial reasoning. Therefore it is important to pay attention to its measurement. Present study highlighted the pitfalls of the standard paper-pencil test used for measuring mental rotation ability. Following these, we developed a new test for measuring the same, keeping the stimulus type constant. However, the new test has a different scoring procedure, planned out keeping in mind the drawbacks of the already existing measure of mental rotation ability. Both the tests are then compared based on their average difficulty indices, average performance of the students, internal consistency of items and measure of concurrent validity. Concurrent Validity is measured by correlating the test with a measure of Spatial Visualization, another important Visuospatial Reasoning ability (Lohman, 1979). It is measured by the Space Relations Subtest of the Differential Aptitude Test Battery (DAT). If the new measure proves to be of optimum difficulty level as well as internally more consistent and valid than the standard measure, then it can be concluded that the new test is relatively advantageous than VMRT.

Objective of the study

The objective of the present study is to examine whether the new test with a different scoring system is a better measure of mental rotation ability than the existing standard test.

METHOD

Participants

Total participants were 147 high school students (Boys=55; Girls=92; Mean age=13.10 years; SD=1.84). Among them, 65% were of age range 11-13 years while 35% were of age range 14-16 years.

Instruments

- a. *Redrawn version of VMRT*: The redrawn version of Vandenberg & Kuse Mental Rotation Test (Peters et al., 1995) was administered with instructions in English language. This is a standard measure of mental rotation ability. It has 24 items, each item having a target stimulus and four options, out of which two are correct answers. For obtaining a score of 1, one has to identify both the correct answers. Maximum score that can be obtained is 24. Time allotted to solve all the 24 items is 6 minutes.
- b. *ISI-MRT*: A new measure of Mental Rotation ability was also administered along with the standard measure. Here also the 3D tube-like figures were used. The stimuli were constructed using 3D Wings software (Figure 3). Each figure has ten cubes of equal size, with arms projecting in x, y and z axes. There are total 20 items, each item having a target stimulus and three options, out of which only one is correct answer. A score of 1 can be obtained on identifying the correct option for each item. Maximum score that can be obtained is 20. Total time allotted to solve 20 problems is 6 minutes.

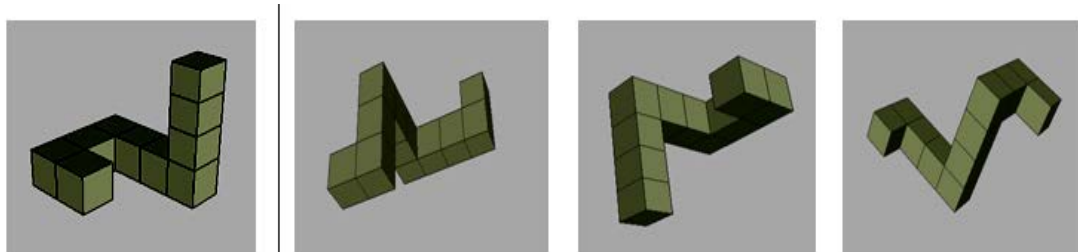


Fig. 3: Item of ISI-MRT test

- c. *Space Relations subtest of DAT*: The Space Relation subtest of Differential Aptitude Test (DAT) (Bennett, Seashore & Wesman, 1972) was also administered as a measure of Spatial Visualization ability of the students. Spatial visualization is another aspect of Visuospatial Reasoning, and hence a measure of association among the scores of Space Relation subtest and the ISI-MRT will give a measure of its concurrent validity. The Space Relation subtest has 40 items and total time allotted is 25 minutes.

Here, the total score is computed by summing the number of correct responses. The standard formula for calculating the total score as given in the DAT manual has not been followed. This is because here the emphasis is on assessing the ability and not on determining the position of the

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participant in a given population as can be obtained by comparing his/her score with the given norm.

Procedure

For data collection, permission was sought from local high schools. After obtaining permission, rapport was established with the students. Data were collected in groups separately from junior (grade 7-9) and senior students (grade 10-11). Total time taken for each session was almost 60 minutes. After data collection, participants were provided with small incentives in the form of pens and chocolates. Data were then analysed and results were discussed.

Statistical Analyses

Scores obtained by the students on both the measures on Mental Rotation ability were compared on the basis of their average difficulty indices and internal consistency. Average performances of the students on both the measures were also compared. Further association among the scores was also examined in comparison to Spatial Visualization scores.

RESULTS & DISCUSSION

Comparing Average Difficulty Indices and average performances on both tests

We found that the average difficulty index of the items of redrawn version of VMRT is very high ($DI=0.22$) while that for ISI-MRT is slightly low ($DI=0.67$) (Table 1). A test can be considered to be a good measure only if it is able to discriminate among the low and ability respondents. For that it is essential that the test should be of optimum difficulty level. Present findings suggest that the new measure of Mental Rotation ability (ISI-MRT) has average difficulty index lying slightly above the optimum range. While the items of the Redrawn version of Vandenberg & Kuse Mental Rotation Test (VMRT) are perceived to be very difficult by the adolescents, and hence its average difficulty index dropped down to 0.22. This is much below the optimum difficulty level (0.40 to 0.60) for a test to be a discriminatory one.

High difficulty level of the VMRT is also evident from the average scores obtained by the students on the two tests. While for VMRT, the average score obtained by the students is 5.19 ($SD=2.83$), for ISI-MRT, it is 13.37 ($SD=3.31$) (Table 1). While dispersion of scores in both the tests is more or less equal, the correct number of responses is much higher in case of ISI-MRT as compared to VMRT. Needless to mention, the students found the VMRT much more difficult to solve as compared to ISI-MRT.

Table 1. Difficulty Indices and Descriptive Statistics for the two measures of Mental Rotation Ability (N=147)

	Average Difficulty Index	Mean	SD
Redrawn version of Vandenberg & Kuse Mental Rotation Test	0.22	5.19	2.83
ISI-Mental Rotation Test	0.67	13.37	3.31

Comparing Internal consistency of items of both tests

Perhaps, the high difficulty level of VMRT items rendered the responses to be inconsistent. This is evident from the measure of internal consistency of the two tests, which is found to be much higher in case of ISI-MRT as compared to VMRT. The Kuder-Richardson internal consistency measure for VMRT is only $r=0.57$ while that for ISI-MRT is $r=0.71$ (Table 2). This shows that the items of ISI-MRT are more reliable in that responses to these items are more internally consistent and less random as compared to the items of VMRT. When items are perceived to be difficult, responses become more random and hence inconsistent.

Table 2. Internal Consistency measure of the two tests (N=147).

	Internal Consistency
Redrawn version of Vandenberg & Kuse Mental Rotation Test	0.57
ISI-Mental Rotation Test	0.71

Concurrent Validity measure of the two tests

Further to check for concurrent validity, the association of the two measures with scores obtained in Spatial Relations subtest was checked. While for VMRT, the association is found to be only $r(145) = 0.50$, $p < 0.000$, that for ISI-MRT is found to be $r(145) = 0.65$, $p < 0.000$ (Table 3). The Spatial Relations Subtest is largely used as a measure of Spatial Visualization ability (Kaufman, 2007). Thus it is expected that the mental rotation ability should bear a moderate to high association with spatial visualization ability. This is true in case of ISI-MRT which bears a moderately high correlation with Spatial Relations subtest score, but not for VMRT which shares a low association with the same.

Table 3. Correlation Matrix for the association among the two measures of Mental Rotation Ability and Spatial Visualization measure (N=147).

	1	2	3
Redrawn version of Vandenberg & Kuse Mental Rotation Test	1.00		
ISI-Mental Rotation Test	0.43**	1.00	
Spatial Relations subtest	0.65**	0.50**	1.00

**p<0.000

IMPLICATIONS OF THE STUDY

For a test to be a good measure, it should be of optimum difficulty level. This automatically ensures consistency among the responses and renders it to be a reliable and valid measure. In the present study a more reliable and valid measure of mental rotation ability as compared to a standard measure has been introduced. The newly developed test has an easier scoring system and has lesser items as compared to the standard measure.

Present study also showed how the design and scoring system of a test can make it a more reliable and valid measure or an unreliable and invalid measure altogether. It is therefore always important to consider even the minutest detail while constructing a test.

LIMITATIONS & CONCLUSION

However, before considering the findings of the present study it is important to consider the limitations of the study. First, this is a very first attempt to construct a more reliable and valid measure of mental rotation ability in comparison to the standard measure. Further studies therefore, should address the task of standardizing the newly constructed test on a larger population. Second, an initial item analysis of the newly constructed test suggests that the difficulty level is slightly higher than the upper limit of the optimal range. So in further attempts, care should be taken that the average difficulty level lies within the specified optimal range i.e. 40 to 60. Third, it would be too much to conclude that the respondents perceived the VMRT to be difficult because of its scoring system. There can be actually a number of other reasons. For example, items of ISI-MRT are coloured while those of VMRT are transparent wireframe figures. This might have played a role. Future studies should also look into these issues before making inferences. Lastly, mental rotation ability is a cognitive ability which is largely dependent on time for the perception of the object, formation of a mental representation and finally performing a transformation on it. Faster the ability to transform higher is the ability to mentally rotate an object. Thus only accuracy is not a complete measure of an ability like mental rotation. Needless to mention, no form of paper-pencil test is sufficient enough to accurately tap

this ability. Thus future studies must consider comparing the standard measure with a computerised measure of mental rotation ability with all the parameters of time taken into account.

In conclusion, it can be said that the newly constructed measure of mental rotation ability has a number of relative advantages than the existing standard measure of the same in a number of ways. However, more in depth research is required to standardize the new test before putting it to use.

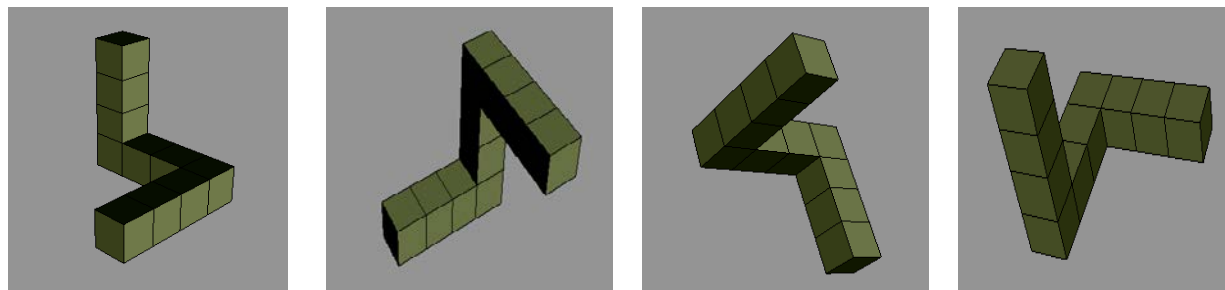
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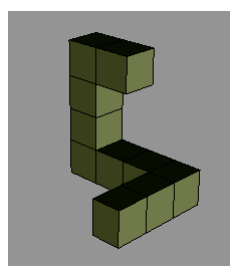
APPENDIX

ISI Mental Rotation Test (MRT-ISI)

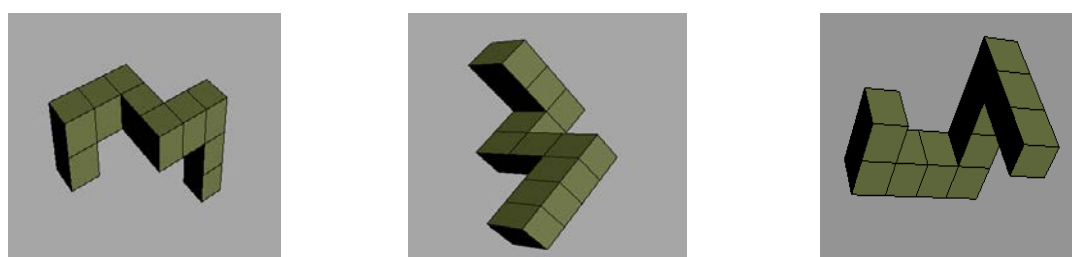
Instructions: Please look into the figures.



Note that all these pictures are the images of the same object from different viewpoints. The first image if rotated will take the following three positions. Now try to imagine a rotated image of the following figure:



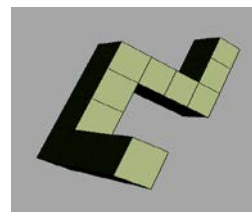
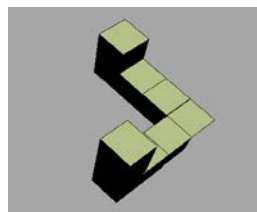
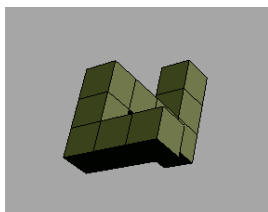
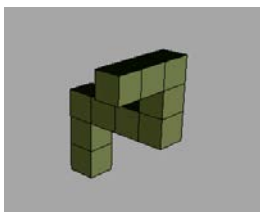
Which among the following pictures is a rotated image of the given image?



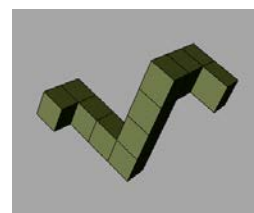
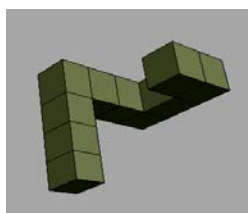
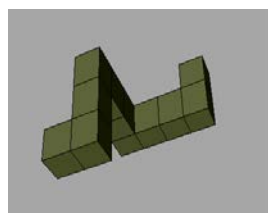
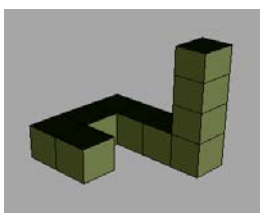
Here the correct answer is the option (c). In the next page you'll find a number of such images with three options for each. You have to identify the correct image out of the three options and indicate it by putting a cross in the circle provided in the answer booklet.

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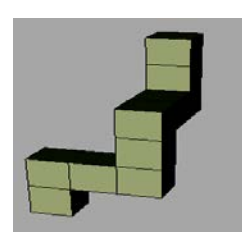
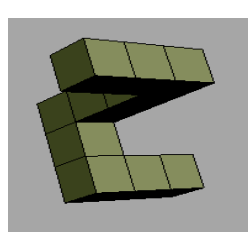
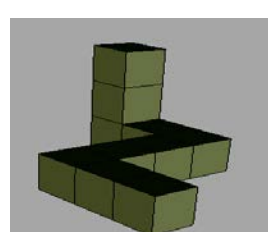
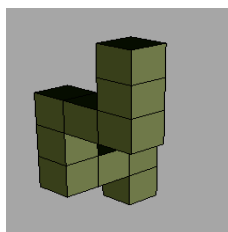
1.



2.



3.



Conversion Disorder in Children: Characteristics and Gender Differences

M Anupama^{1*}, Uttam Shelar², Jitty George², Babool Raja²

ABSTRACT

Aim: To study the clinical presentations and gender differences of conversion disorder in children less than 16 year old and correlate it with socio-demographic characteristics and stress factors. **Methods:** All case records of children presenting to psychiatry unit of a general hospital during last 5 years (both outpatient and inpatient) and having a diagnosis of ICD-10 Dissociative (conversion) disorders, were reviewed. **Results:** A total of 12 % (n=512) had a diagnosis of conversion disorder, both genders having equal representation. Dissociative motor disorder was more common among males and dissociative convulsions among females. Academic and strained interpersonal relationships were the most common stress factors. Majority had la belle indifference and secondary gain and received outpatient treatment, and had complete recovery at last follow up. **Conclusions:** Conversion disorders are one of the most common diagnosis. Significant gender differences in mode of presentation and nature of stress are present. However the response to treatment is prompt and chance of recovery is high in both genders. **Relevance:** This study was done in a developing country where conversion disorder is seen commonly.

Keywords: Conversion Disorders, Dissociative Disorders, Gender Differences

Dissociative (conversion) disorder [DCD] is one of the common psychiatric disorders among children in India as compared to the west¹. These disorders commonly present with deficits in voluntary motor or sensory functions, awareness of identity and memory without any organic cause and without being intentional². The term 'unintentional' is removed from DSM V as it cannot be proven³. Since the symptoms suggest a medical disorder, initial presentation in most cases is to department of pediatrics⁴.

DSM IV classifies these disorders as conversion disorders under somatoform disorders indicating the absence of underlying medical disorder, and classifies dissociative disorders

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separately². Whereas, ICD-10 combines both of them under DCD giving more importance to the process of dissociation⁵.

These disorders are closely associated with stressors or conflicts at onset⁵. Conversion or dissociative symptoms are understood to occur as a result of conversion of a conflict or disturbing thought into a physical symptom⁶. Reduction of psychological distress due to such conversion is called primary gain. Secondary gain is interpersonal or social gains like increased attention and concern elicited from others or ability to avoid unpleasant activities like school work. Such gains lead to persistence of symptoms.

Historically conversion disorder was classically thought to be a disorder of females⁷. However previous studies have shown that the disorder occurs in males though less common than in females⁸.

There are few studies of conversion disorder and gender differences in children especially in India. Therefore this study aims to study the clinical characteristics and gender differences in children with dissociative (conversion) disorders.

MATERIALS AND METHODS

Data was obtained from both in-patient & out-patient records of all children <16 years evaluated in the department of psychiatry and diagnosed with DCD (as per ICD-10). Children were evaluated using pre-specified typical format. Information was extracted regarding sociodemographic variables, past and family history, temperament, illness variables, co-morbid disorders, presence & type of stress, model, gain, treatment & outcome.

Ethical approval was taken from the institutional ethics committee, and informed consent was obtained from the parents/guardians of all children.

RESULTS

A total of 512 children & adolescents were evaluated in the department of psychiatry in last 5 years. Out of whom 12% (n=60) had a diagnosis of DCD.

Demographic characteristics:

Both boys and girls were equal in number (30 each). Children aged 6-11 years were 47% & 12-16 years were 53%. Majority (92%) were students, from rural background (63%). No gender differences were found on any sociodemographic characteristics.

Majority had well-adjusted temperament and no significant family or past history.

Conversion Disorder in Children: Characteristics and Gender Differences

Illness variables: Table1 and Table 2

1. *Clinical characteristics*

Variable	n=60	%	Boys n=30	Girls n=30	value/chi-square
Symptom duration					
<1 month	22	36.67	13	9	NS
1-6 months	20	33.33	9	11	
>6 months	18	30.00	8	10	
ICD-diagnosis					
Dissociative motor disorder	21	35	18	3	p<0.001 S
Dissociative convulsions	28	46.67	6	22	
Others	11	18.33	6	5	
Stressor					
Absent	16	30.00	3	13	p<0.001 S
Present	44	70.00	27	17	
La belle indifference					
Absent	23	38.33	12	11	NS
Present	37	61.67	18	19	
Secondary gain					
Absent	13	21.67	9	4	NS
Present	47	78.33	21	26	
Model					
Absent	39	65.00	16	23	NS
Present	21	35.00	14	7	

S-significant NS-not significant

Table 2: Nature of stress

Stressor	frequency	%	Boys n=30	Girls n=30
Academic stress	19	31.67	14	5
Strained interpersonal relationships	18	30	9	9
Physical illness	3	5	2	1
Frightening experience	2	3.33	1	1
Pathological/stressful family environment	13	21.67	12	2

- Few children reported more than one stressor

Majority had a symptom duration of <1 month, Majority did not have any other psychopathology or abnormality on physical examination or co-morbid disorders. Dissociative convulsions was

Conversion Disorder in Children: Characteristics and Gender Differences

most common. Dissociative motor disorder was more common among boys and Dissociative convulsions among girls.

Majority of children reported presence of a stress factor. Girls frequently denied a stress. Academic stress was most common in boys, whereas interpersonal difficulties were most common stress in girls.

Majority had la-belle indifference (an apparent disregard for physical symptoms) & secondary gain. A model was absent in most children. Males had a model more commonly compared to females.

Treatment & Outcome:

Majority (65%) were treated on OPD basis. Most (65%) patients received some pharmacological treatment. Benzodiazepines (48%) were the most common pharmacological agents used. In addition, all children received some psychological treatment: Counselling & individual therapy (83%), suggestion (3%) or a combination (12%)

Most patients (53%) did not come for follow-up. Among those who came majority (35%) had complete recovery and few (10%) had partial recovery.

DISCUSSION

Our study found that 12% of all children seen in psychiatry had DCD, in keeping with previous studies in India¹. It is thought that having a medical illness is more acceptable form of expressing psychological distress in this culture⁹.

Previous studies reported a female preponderance⁸ or slight male preponderance^{9, 10}. An equal representation was seen in present study. None were less than 6 years and adolescents had a higher representation. This is in agreement with previous studies^{9, 10} and indicates that some amount of psychological maturity is required for development of dissociation¹¹. Previous studies found a higher representation from urban background¹⁰ especially in inpatient settings⁹. They argued that children from rural background had less severe forms of illness that did not require inpatient care. A higher representation from rural background in our study could be because both outpatients and inpatients were included and the district hospital where the study was done caters to higher proportion of rural population. Dissociative convulsions / pseudo seizures was most common diagnosis, in agreement with most previous studies^{9, 10}. However, males had dissociative motor disorder more commonly.

Among boys, academic stress was most common followed by stressful family environment. In girls, strained interpersonal relationship was most common followed by academic stress. This indicates the higher importance given to boys in relation to academics and higher pressure on them to perform academically. Previous authors also reported higher academic stress^{9, 10}. Majority of children were enrolled in school. With increasing focus on education in recent years, academic stress is probably increasing over the years in our culture. Girls denying a stress and

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having more dramatic forms of presentation and boys having a model more frequently could be related to gender related social experiences in our culture.

Though a psychological model of illness was presented, most children received some pharmacological treatment. Families would have difficulty in shifting from a medical model to a psychological model, forcing the psychiatrist to prescribe some medication until symptom removal. However, the main stay of treatment remained cognitive behavioral: normalization of child's routine, differential reinforcement of 'normal' behavior, reducing secondary gain, reassurance, family counselling, improving coping skills, family and individual therapy were used as indicated. A short duration of symptoms, of 1-6 months is in agreement with previous studies^{9, 10}. Majority did not require inpatient care suggesting less severe forms of illness and symptoms improved quickly. There was complete recovery in most children who came for follow up. Thus as in previous studies, a short duration of illness with faster and complete recovery was present^{9, 10}.

WHAT IS KNOWN

- Conversion (dissociative) disorders are common in children especially from developing countries.
- Conversion (dissociative) disorders occur in children of both genders.

WHAT THIS STUDY ADDS

- Significant gender differences in mode of presentation and nature of stress are present in children with dissociative (conversion) disorders.

WHAT IS CLINICALLY RELEVANT

- Less severe forms, with short duration of symptoms and prompt response to treatment are common in children especially from developing countries.

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Psychological Impact of Mizoram Insurgency

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ABSTRACT

This study was designed to investigate the psychological effect of insurgency in the Mizo, caused by the 20 years insurgency in Mizoram. To meet the objectives 200 Mizo participants were randomly selected, who had experienced that stressful situations at different levels of exposures to the stressful episodes. The study examines level of anxiety, depression, anger-hostility, somatic-concern and frustration of the insurgency effected people in Mizoram. It was found that those who had experience combat at first hand and fatal episode were the most vulnerable to psychological problems.

Keywords: *Insurgency, Fatal, Volunteer, Stress, Anxiety, Depression, Frustration.*

Insurgency has existed throughout history but ebbed and flowed in strategic significance. Today it became the common household name as the media flashes about it every day. The Mizo has their fair share of it for more than 25 years, leaving physical and psychological bruises. From the many interviews taken, Nationalism appears to be the guiding force for the insurgency in Mizoram.

The Mizo had a historic control over their Mizoram, and the insurgency may be an action of prevention of their personal space or territory from invader or who annexed Mizoram to British Empire (British India) and that anger remains in the inner feeling and just finds a time to act out violently their heightened anxiety.

According to the study done by Prof. Zokaitluangi and Prof. C. Lalfamkima Varte (2011) Acculturation seems to be one of the major reason behind the Mizo movement.

Acculturation leads to stress, frustration, anger, psychosomatic symptoms (William & Berry, 1991) and negative psychological consequences (Park, 1928) amongst the Mizo. Which then give rise to formation of high group bond and the feeling of Nationalism to suffice their needs? Nationalist group, Mizo National Front was formed to meet the need of the people.

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In order to reduce and cope with their negative emotions they need to find ways to let out their frustration and anger, so they used aggression and hostility towards the intruders of their territory. So acculturation was the main issue that leads to the feeling of Nationalism, and Nationalism was the driving force behind the rebellious behavior and the feeling of negativity towards others arises. Negative states were associated with stress: irritability, anger, frustrations, embarrassment, depression, helplessness, hostility and anxiety.

Several researches provided sufficient evidences that the war and conflict is accompanied by psychological and physical psychosomatic symptoms, identity confusion, general anxiety and depression (Jones, 1985; Norbury, 1930; Elder & Clipp, 1988)

It is self-evident that stress will play a far more important role during a war-situation, when the demands, which are made on the population in general, and on the combatants in particular, exceed those normally experienced.

The impact of war are terrible, many may suffer immediate pain, horror, destruction and even death. Mental anguish during and after warfare should not be under estimated compared to more visible wounds. The invisible wounds may result from the combat itself, living in or close to a combat zone, personal or simply exposure to war from afar as the member of a warring population, etc. Adrenaline which promotes survival in the short term fatigues and wears dangerously on people in the long term. The severe combat stress frequently produces psychopathology and substance abuse.

War (which include both wars waged between countries and conflicts within countries) has a catastrophic effect on the health and wellbeing of nations. Studies have shown that conflict situations cause more mortality and disability than any major disease. War destroys communities and families and often disrupts the social and economic development of the people and worst, the long-term physical and psychological damage it left behind.

Objectives and Hypotheses

The objectives of this study are to evaluate the anxiety, depression and frustration level of the insurgents (volunteers) with Fatal experience (Fatal) and Non-Fatal experience (Non-Fatal) for comparison with civil (non-volunteers) participants with Fatal experience (Fatal) and Non-Fatal experience (Non-Fatal).

The study examines level of anxiety, depression, anger-hostility, somatic-concern and frustration-effects, which is the behavior mechanism triggered by frustration, of the insurgency effected people in Mizoram.

It was hypothesized that – The Insurgents (volunteers) may exhibit greater anxiety, depression and frustration scores than civilians (non-volunteers);

METHODOLOGY

Sample:

This study investigated ‘Psychological impact of Mizoram insurgency’ and explicates the level of anxiety, depression, frustration caused by the insurgency among those volunteers and non-volunteers who experienced fatal and non-fatal situations. The participant, i.e. The Mizo, who were selected for the present study experienced the Insurgency from the onset (1966) till the ‘Peace Accord’ was signed (1986) between the MNF and the Government of India.

To meet the objectives, 200 Mizo participants between 50-70 years of age experiencing the insurgency in Mizoram were randomly selected from different part of Mizoram to serve as subjects for the present study. The structured interview questionnaire pertaining to the perceived causes and impact of insurgency in Mizoram based on psychological measures of anxiety, depression, frustration and coping were administered to determine the psychological impact of insurgency in Mizoram.

The participants were randomly selected from different part of Mizoram affected by the MNF movement, with due care of extraneous variables to identify true representation. Lists of people who are a member of PAMRA, Ex-MNA, Widow of MNA and Mizoram Elder Association (MUP – Mizoram Upa Pawl) who had experienced the Mizoram insurgency were obtained. From these lists the participants were randomly selected. The ‘Volunteer’ with consideration of ‘Fatal’ and ‘Non-Fatal’ were selected from the list of Ex-MNF (PAMRA and MNA – Association on Hnam Run, Office of the MNF Party Headquarters.). Following the same procedure of the sample selection, the ‘Non-volunteer’ were selected from the list of the members of Mizoram Elder Association (MUP) and the Widows of MNA (Association of Hnam Run). ‘Gender’ was not included in the design as very few members of female volunteers could be identified.

Psychological tools:

1. Symptom Questionnaire (SQ; Kellner, 1987): The Symptom Questionnaire (SQ) is a yes/no questionnaire with brief and simple items. It contains state scales of depression (D), anxiety (A), anger-hostility (AH), and somatic symptoms (S).
2. Frustration Test (Chauhan & Tiwari, 1972): This test consists of 40 items out of which each four modes- Regression (R), fixation (F), resignation (RS) and aggression (A) of frustration has 10 items each.

Design of the study:

2 x 2 factorial design (2 Volunteer x 2 Fatal) was employed to highlight the independent and interaction effects of the independent variables on the dependent measures.

RESULTS & DISCUSSION

From the data collected, from the samples of volunteers and non-volunteers a statistical analyses was done and the result on Table-1 and Table-2 indicated that there exist significant differences between the groups i.e. the insurgents (volunteers) with Fatal experience (Fatal) and Non-Fatal experience (Non-Fatal) and civilians (non-volunteers) participants with Fatal experience (Fatal) and Non-Fatal experience (Non-Fatal).

Table - 1

Mean, Standard Deviation, Skewness and Kurtosis									
Volunteer (Fatal)						Non Volunteer (Fatal)			
Variables	N	Mean	SD	Skewness SE=.34	Kurtosis SE=.66	Mean	SD	Skewness SE=.34	Kurtosis SE=.66
FT (RG)	50	33.16	2.86	-.43	.72	26.46	2.49	1.39	5.48
FT (FX)	50	33.16	2.86	-.43	.72	26.52	2.49	1.29	5.43
FT (RSG)	50	32.06	2.89	.33	.09	43.18	3.03	.40	-.01
FT (AG)	50	37.88	3.08	-.18	-.54	27.62	3.65	-.02	-.99
SQ (A)	50	19.54	1.96	-.67	-.42	13.92	1.90	.14	.31
SQ (D)	50	18.80	1.61	-.23	-.91	12.68	2.00	-1.20	1.52
SQ (SC)	50	9.82	1.39	.28	-.87	15.70	1.23	.54	.75
SQ (AH)	50	19.08	1.99	.06	-.37	13.50	.95	.00	-.86
Volunteer (Non-Fatal)						Non Volunteer (Non-Fatal)			
Variables	N	Mean	SD	Skewness SE=.34	Kurtosis SE=.66	Mean	SD	Skewness SE=.34	Kurtosis SE=.66
FT (RG)	50	29.76	3.13	.103	.63	21.26	2.33	-.22	-.99
FT (FX)	50	29.76	3.16	.100	.49	21.40	2.26	-.38	-.77
FT (RSG)	50	38.06	2.316	.551	-.21	47.48	3.82	-.78	1.02
FT (AG)	50	31.28	4.62	-.642	.21	23.92	4.43	.19	-1.09
SQ (A)	50	16.80	1.87	-1.133	2.46	11.72	2.11	.69	.07
SQ (D)	50	15.62	1.86	.011	1.74	10.10	1.50	-.10	-.62
SQ (SC)	50	12.62	1.62	.472	4.78	18.66	1	-.64	.11
SQ (AH)	50	15.90	1.67	-.713	.71	9.60	1.73	-.28	-.10
FT (RG)- Frustration (Regression), FT (FX)- Frustration (Fixation), FT (RSG)- Frustration (Resignation), FT (AG)- Frustration (Aggression), SQ (A)- Anxiety, SQ (D)-Depression, SQ (SC)- Somatic concern ,SQ (AH)- Anger Hostility									

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Table - 2

Variables	ANOVA for 2 x 2 factorial design (2 Volunteer x 2 Fatal). Tests of Between-Subjects Effects					Levene's Test of Equality of Error Variances			
	Source	df	F	Sig.	Partial Eta Squared	F	df1	df2	Sig.
SQ (Anxiety)	Volunteer	1	370.94	.00	.65	.71	3	196	.55
	Fatal	1	79.06	.00	.28				
	Volunteer x Fatal	1	.94	.33	.01				
SQ (Depression)	Volunteer	1	548.53	.00	.73	.61	3	196	.61
	Fatal	1	134.32	.00	.40				
	Volunteer x Fatal	1	1.45	.22	.01				
SQ (Somatic Concern)	Volunteer	1	786.01	.00	.80	1.71	3	196	.17
	Fatal	1	183.53	.00	.48				
	Volunteer x Fatal	1	.14	.70	.00				
SQ (Anger Hostility)	Volunteer	1	656.52	.00	.77	5.43	3	196	.00
	Fatal	1	233.17	.00	.54				
	Volunteer x Fatal	1	2.41	.12	.01				
FT (Regression)	Volunteer	1	389.87	.00	.66	1.23	3	196	.29
	Fatal	1	124.80	.00	.39				
	Volunteer x Fatal	1	5.46	.02	.03				
FT (Fixation)	Volunteer	1	381.14	.00	.66	1.79	3	196	.15
	Fatal	1	122.96	.00	.38				
	Volunteer x Fatal	1	5.01	.02	.02				
FT (Resignation)	Volunteer	1	562.52	.00	.74	3.71	3	196	.01
	Fatal	1	141.45	.00	.42				
	Volunteer x Fatal	1	3.85	.05	.02				
FT (Aggression)	Volunteer	1	243.26	.00	.55	3.54	3	196	.02
	Fatal	1	83.12	.00	.29				
	Volunteer x Fatal	1	6.59	.01	.03				

The results findings, as seen on Figure 1, indicated that, volunteers who had fatal experiences were highest on Anxiety, Depression and Anger-Hostility followed by volunteers with no fatal experiences then comes non-volunteers with fatal experiences and non-volunteers with no fatal experiences were found to have lowest Anxiety, lowest Depression and lowest Anger-Hostility as compared to the other groups.

Figure 1

Bar graph showing means for significant 'Volunteer/Non Volunteer' and 'Fatal/Non Fatal' in Anxiety {SQ (A)}, Depression{SQ(D)}, Somatic Concern {SQ(SC)} and Anger Hostility {SQ(AH)}.

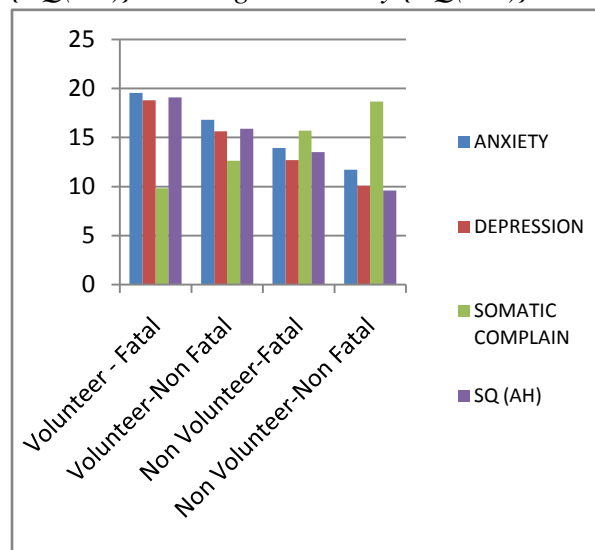
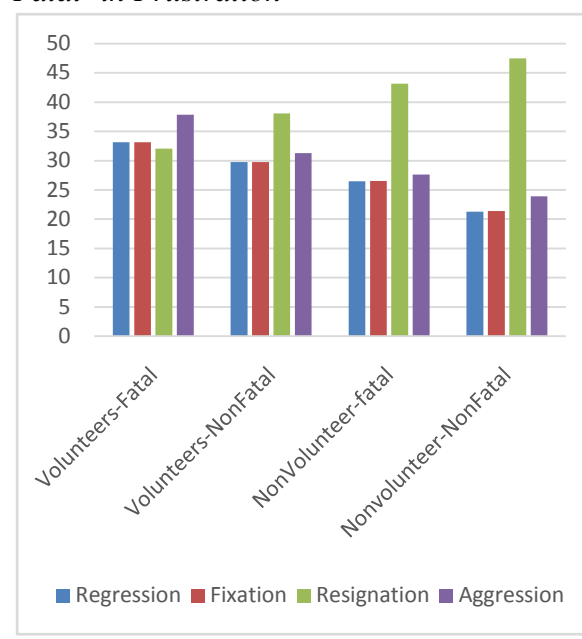


Figure 2

Bar graph showing means for significant 'Volunteer/Non Volunteer' and 'Fatal/Non-Fatal' in Frustration



Somatic complain were found to be highest amongst the non-volunteers without fatal experiences followed by non-volunteers with fatal experiences then volunteers with no fatal experiences and volunteer who had fatal experiences even though they had experiences highest physical and mental strains somatic complains is not the dominating factor in their psychological health. The reason behind the dominance of somatic complain amongst the non-volunteer with no fatal experiences may be because of the unconscious defense mechanism by which the anxiety that stems from intrapsychic conflict is converted and expressed in somatic symptoms.

The frustration scores also indicated that frustration as a whole is found to be highest amongst the volunteer with fatal experience and lowest amongst the Non-volunteer with No-Fatal experience except for the Frustration-Resignation where Non-volunteer with No Fatal experience participants scores the highest (Figure 2). In resigned behavior we obtain extreme elimination of needs, no plans, no definite relations to the future; either no hopes at all or hopes which are not taken seriously (Zawadski and Lazaresfeld, 1935). On all other frustration behavior mechanism Insurgents seems to have higher scores as compared to the civilians and the scores are at the concerning level. This shows that amongst the insurgents expression of frustration in the mode of aggression was concerning high, so does the Frustration-Fixation which is a defense against anxiety by stopping the process of development (Symonds, 1946) and also Frustration-Regression which is an “acting out” i.e. resistance in analysis against the remembering of painful ideas. This results shows that frustration get expressed in various modes at concerning high level amongst the Insurgents during insurgency

The results indicated that 'Volunteer' exhibited greater anxiety, depression and frustration scores as compared to 'Non Volunteer'; which is in aligned with the theoretical expectation (hypothesis) set forth for the study (Insurgents may exhibit greater mean scores than Civilian).

CONCLUSION

It can be seen from the results those who are first hand combatant and those who experience fatal episodes are more likely to develop psychological stress, and mental problem. This finding conforms to many previous studies done by researcher such as Elder & Clipp (1988); Archibald, Long, Miller, and Tuddenham (1962); Jones (1985); Norbury (1930); etc.

War, natural disaster, riot etc., leaves us with huge devastations. Everyone can see it with our naked eye the destructions and physical wound war brought and People accept the fact that this injury could kill, forever disfigure the person and affect them physically for the rest of their life. But often we tend overlooked at the mental pain it caused. Physical war wounds, while extremely devastating, often overshadow psychological war wounds when those can cause much more devastation than physical war wounds themselves. It is hard for people to think of psychological trauma as an injury; but it is definitely an injury and one that deserves acknowledgement.

People who are psychologically damaged will have to deal with the consequences of their psychological injuries for the rest of their life, whether their symptoms are slight or severe. If care is not given it will forever haunt them until the day they die.

Results based on the retroactive report was the major limitation of this study as many psychological factors may interfere in one's course of life which may distort or shadowed one's original psychological condition. But still, this kind of traumatic life event which involve war and combat, where many died and many injured, and everyone it effected taste the cold shiver, will forever be welded on to them. This is evident in the quotation of many of the participants of this study - "You can never forget this kind of experience, it was very terrifying and distressing".

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Anxiety among Up Board Students in Uttar Pradesh, India

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ABSTRACT

Background: The present study aims to investigate the anxiety level of sports and non-sports students during board exam. It also aimed to find out the difference of anxiety among up board students on the basis of gender and the difference of anxiety among up board students on the basis of socio-economic status. These were studied with respect to different demographic variables like school type, socio-economic background, gender and academic stream. **Methods:** In this study, Sample included 420 randomly selected students i.e. 210 boys and 210 girls of U.P boards from various schools of Education at Uttar Pradesh. Subjects were assessed using Socio-demographic sheet and Anxiety Scale by Sinha & Sinha (1955). **Result:** The results of the study revealed considerable anxiety in boys than girls ($p < 0.01$). Students from Hindi medium schools were more anxious than students from English medium schools ($p < 0.01$). Students belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups ($p < 0.01$). **Conclusion:** conclusion is that Parent child relationship, child and teacher relationship and parent and teacher relationship and support decrease the level of anxiety. Parents and teacher emotional support drastically change the statics of anxiety in students. Parents and teacher use anxiety prevention efforts and gave lots of confidence to the child because these steps only weapon who broke the anxiety stone.

Keywords: Anxiety, U.P Board Students, Exam Anxiety, Overcome Strategies, Counselling

The state of Uttar Pradesh in India has a rich history of education and learning. It was from the beginning of the Vedic period in India that Uttar Pradesh was the chosen destination for education. Languages like Sanskrit, Persian and Arabic were first taught in this part of the country during the Gupta rule. Therefore, long before the British settled in India, Uttar Pradesh had established a name for itself as the education hub of the country. It was after the settlement of the British that the quality of education in Uttar Pradesh witnessed a decline as the state authorities could not match up to the western standards of education already followed in several other parts of the country. The British can be credited for erecting a number of colleges and universities in Uttar Pradesh to promote education following the western pattern. The concept of

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an elaborate school and college education introduced by the British was carried forward by the state government authorities post-independence. Children and women education was promoted by the colonial rulers in India and ever since, the education system of Uttar Pradesh has seen an uphill graph. According to the census reports published in the year 2011, the literacy rate in the state is 69.72%. This is a noticeable improvement when compared to the literacy rate of 56.27% recorded in the year 2001.

The **Board of High School and Intermediate Education Uttar Pradesh** is the Pradesh state government administered autonomous examining authority for the Standard 10 examination (or secondary school level examination) and Standard 12 examination (or inter college level examination) of Uttar Pradesh, India. The examination for the 10th and 12th standard is called the High school examination and Intermediate examination respectively. The High school and Intermediate examination is conducted annually and simultaneously all over the State of Uttar Pradesh. Presently, the Board is holding the examinations and preparing the results of nearly 32, 00,000 students. It has its headquarters at Allahabad. In India, the main documented cause of anxiety among school children and U.P boards is parents' high educational expectations and pressure for academic achievement (Deb, 2001). In India, this is amplified in secondary school where all 16-year old children attempt the Class X first Board Examination, known as the Secondary Examination. Results of the Secondary Examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream. There is fierce competition among students since the number of places in these educational institutions is fewer than the number of students. Therefore, parents urge their children to perform well in the first Board Examination and, to this end they may appoint three to four private tutors or more for special guidance. After the Secondary Examination, all students appear in the Class XII Final Board Examination known as the Higher Secondary Examination. Competition is again ferocious as performance in this examination determines university entrance. Admission to courses in Medicine, Engineering and Management are the most preferred choices for parents because these qualifications are seen to guarantee future job prospects. It is relevant to mention here that in one year alone in India, 2320 children, or more than six children per day, committed suicide because of failure in examinations (National Crime Records Bureau, Ministry of Home Affairs, Government of India, 2000). After the Secondary Examination, all students appear in the Class XII Final Board Examination known as the Higher Secondary Examination. Competition is again ferocious as performance in this examination determines university entrance. Admission to courses in Medicine, Engineering and Management are the most preferred choices for parents because these qualifications are seen to guarantee future job prospects. It is relevant to mention here that in one year alone in India, 2320 children, or more than six children per day, committed suicide because of failure in examinations (National Crime Records Bureau, Ministry of Home Affairs, Government of India, 2000).

Operational Definition:

Anxiety - Anxiety, thus, is a state of being troubled and uneasy. Anxiety has two major works-first, it warns against the problems that are to come in life and enables an individual to act and

eliminate the experiences of pain. Second, anxiety indicates the problems which cause pain to the soul. Many people confuse anxiety with fear. However, fear is something that can be in front of you (i.e., a real danger), whereas anxiety is the paranoia of something out there that seems menacing but it may not be menacing, and indeed may not even be out there (Henig, Robin (9), The New York Times Magazine, rtvd. on 10 December 2012).

OBJECTIVES

1. To study anxiety among U.P boards Students.
 - a) To find out the difference of anxiety among up board students on the basis of gender.
 - b) To find out the difference of anxiety among up board students on the basis of socio-economic status.

Hypothesis-

1. The anxiety of U.P board boys and girls, irrespective of medium of instruction & socio-economic background differs significantly.
2. The anxiety of U.P board studying in Hindi and English medium schools, irrespective of gender & socio-economic background differs significantly.
3. The anxiety of U.P board belonging to different socio-economic backgrounds, irrespective of gender & medium of instruction differs significantly.

RESEARCH METHODOLOGY

Setting:

U.P board schools of Uttar Pradesh.

Sample:

Participants in the study were a group of 420 students. Students studying in class Xth standard and Class XII standard. Participants were selected using a multi-stage random sampling technique such that the final sample was drawn from five Hindi medium and five English medium schools in Uttar Pradesh.

Materials:

The study tools that were used for achieving the objectives of the study were as follows:

- (i) **Semi-structured Questionnaire**-Demographic and Socio-economic Information
- (ii) **Anxiety Scale by Sinha & Sinha (1955)**

Ethical Issues:

- 1- A fully informed consent was taken from all participants in the study prior to data collection.
- 2- Subjects had the right to withdraw from the study at any point of time during the course of the study.
- 3- The confidentiality of the subject was maintained through the course of the study and was shared with the treating team when deemed beneficial for administration.
- 4-The research meets the ethical guidelines, including adherence to the legal requirements of my country.

Data Analysis

Data collected from the U.P boards were cleaned and prepared for analysis. Apart from descriptive statistics (measures of central tendency and dispersions) 't'-tests and 'F'-tests were applied for verification of hypotheses.

RESULTS

Table 1: Comparison between U.P board Boys and Girls Sample Group on the basis of anxiety scores

Anxiety Scores of U.P boards STUDENTS	Central Tendency Measures				Deviations		't'-test and Probabilit y value
	Mean	Median	Mode	S.D	Skewness	Kurtosis	
U.P board Boys (N=210)	22.3	23.0	23.8	5.3	-0.3	-0.080	-2.62 and 0.009 *
U.P board Girls (N=210)	20.5	20.0	18.0	5.1	-0.7	1.37	

To understand the anxiety faced by U.P boards, the SINHA anxiety scale was used. Data displayed in Table 1 show that the mean anxiety score in the case of U.P board boys (22.3) was slightly higher than for U.P board girls (20.5).

Table 2: Comparison between English and Hindi Medium School Students Medium of instruction.

Anxiety Scores of U.P boards students	Central Tendency Measures				Deviations		't'-test and Probability value
	Mean	Median	Mode	S.D.	Skewness	Kurtosis	
English (N= 210)	22.0	23.0	23.0	5.9	-0.4	1.3	4.65 and 0.000 *
Hindi (N= 210)	25.3	26.0	26.9	5.5	-0.4	-0.0	

Comparison of anxiety between the U.P boards attending English and Hindi medium schools revealed that the mean values for the U.P boards attending Hindi medium schools (25.3) was slightly higher than that for U.P boards attending English medium schools (22.0).

Table 3: Different Socio-economic background Socio-economic Group

Anxiety Scores of the U.P boards students	Central Tendency Measures				Deviations		'F'-test and Probability value
	Mean	Median	Mode	S.D.	Skewness	Kurtosis	
High (N=160)	22.6	24.5	24.8	5.5	-0.1	-0.1	42.35* and 0.00
Medium (N=190)	29.0	28.3	25.0	8.0	1.2	1.1	
Low (N=70)	27.6	28.0	30.0	6.3	1.1	0.8	

The mean anxiety scores were found to be the highest for the middle socio-economic group (29.0), followed by the low socio-economic group (27.6) and then the high (22.6) socio-economic group. The standard deviations for the high, middle and low socio-economic groups were 5.5, 8.0 and 6.3 respectively. It was observed that the 'F' value was significant at ($p < .01$).

DISCUSSION

This study measured U.P board student's anxiety across a number of dimensions because this is a very crucial phase in student life. The mean anxiety score for U.P board boys was found to be slightly higher than that for U.P board girls. Boys of U.P board suffering from high anxiety .U.P boards from Hindi medium schools were slightly more anxious than their English medium counterparts. The mean value for anxiety was found to be highest for the U.P boards belonging to the middle socio-economic class, followed by the U.P boards belonging to the lower and then the higher socio-economic class. Parent child relationship, child and teacher relationship and parent and teacher relationship and support decrease the level of anxiety. Parents and teacher emotional support drastically change the statics of anxiety. Parents and teacher gave lots of confidence to the child and self-confidence only weapon who broke the anxiety stone. To Avoid a Stress situation for the child the parents must provide right kind of motivation and a conducive environment. Parents help the child in maintaining his confidence especially when he seems discouraged by his dropping marks or grades. Do not displace your anxiety on the child. The achievement goals should be realistically set according to the child's capability. If achievement expectations are too then some children would prefer to be criticized for being lazy than being considered not good enough. So a targeted intervention strategy, as cognitive-behavioural treatment and triarchic counselling which included family, child and teacher can reduce levels of anxiety among adolescent

KEY POINTS

- ✓ A mild degree of anxiety and stress may be stimulating and motivating, and may help to overcome anxious situation; but high degree of anxiety may be disrupting.
- ✓ Every child goes through such situations and learns to cope up with anxiety arising out of them. They are also learnt by imitation of the parents or parent figures.
- ✓ Right approach and right coping strategies may stimulate an adolescent to overcome anxiety and maximize own performance in the examination.

Anxiety among Up Board Students in Uttar Pradesh, India

- ✓ Common Physical reaction during exam preparations:
- ✓ Muscle tension
- ✓ Indigestion
- ✓ Sleep difficulties
- ✓ Repaid uneven or pounding heartbeat
- ✓ Frequent urge to pass urine
- ✓ Psychological Reaction to Stress
- ✓ Feeling under pressure frustration and aggression
- ✓ Feeling tense and unable to relax
- ✓ Feeling mentally drained out
- ✓ Fussy, gloomy or suspicious being constantly frightened or irritable
- ✓ Inability to concentrate or complete the task.
- ✓ The 5 "A's" for controlling the Exam anxiety: Acknowledging, Appreciating, Alleviating, Altering & Avoiding.
- ✓ Acknowledge the stress and strain because everyone faces it. In everyday life, stress manifests as mental or physical tension, which you would rather not have, recognize stress as inevitable.
- ✓ Appreciating what causes your stress. Then, instead of blaming yourself or failing of cope; you end up pinpointing the real problem and tackling that.
- ✓ Alleviating: the pressures are all about resorting to simple stress-busting techniques. Perhaps you have a calming visual to look at when you need a mental escape from your surroundings. Or you may relax your muscle before you go to sleep.
- ✓ Altering: your lifestyle is the next step towards Exam Stress. Once you've seen the benefits of relaxation, it will encourage you to develop more permanent ways of reducing stress. If stress continues to be persistent, either you haven't tried the major stress alleviating formulae or alternately your haven't kept them up long enough to deliver the needed result.
- ✓ Avoiding: last step is the toughest but also the most beneficial. You have to start avoiding stress building habits and burnouts. Avoid smoking - a serious stress builder exercise briefly but regularly, make an effort to maintaining a normal weight, eat regular balanced meals and get adequate sleep.

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The Effectiveness of Behaviour Therapy in Writer's Cramp:

A Case Report

Mahesh M M^{1*}, Dr. Johnson Alex²

ABSTRACT

42 years old male patient referred from neurology department, working as a teacher, educated up to MSc, premorbidly anxious personality, family history mental illness (first degree relatives), comes from MSES with presenting complaints of difficulty in writing or copying since seven years. Disability progressed and he was unable to write even a few words legibly and could not hold object which leads to anxiety and dependency. When the patient was examined at Neurology OPD, find out that he has normal sensory and motor nerve functions. The present treatment involved the use of Behaviour therapy. The findings in this case is very encouraging and studies with large sample sizes can be considered for further conclusive evidence on the treatment of writer's cramp.

Keywords: *Writer's Cramp, Behaviour Therapy*

Writer's Cramp is one of a large group of functional motor disorders known as occupational neuroses, also known as Graphic Dyskinesia, Scrivener's Palsy and Graphospasm. It is characterized by specific impairment of a learnt motor skill, involves muscular spasm of the fingers and hand of the writing arm, which spreads to the muscles of the lower and upper arm and to the shoulder girdle with consequent in co-ordination and discomfort, variously described as fatigue, weakness, stiffness or pain, when attempting to write. Accompanying tremor and jerking of the limb are common. It is more common in males and appears most often in the third and the fourth decade. Higher incidence is mostly seen in those involved in constant writing, typing and key board telegraphy. Mahendru et al (1981) have reported a prevalence of 5.4 per thousand among office workers. A psychosomatic formulation states that the act of writing is a refined and delicate motor skill, incompatible with grosser postures of the upper limb, associated with emotional states like anger. When such a state affects a person chronically or arises specifically in relation to the act of writing, it may progressively distort the writing as the person

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makes a succession of attempts to overcome the difficulty. This type of occupational neurosis develops with excessive writing only in those persons who are genetically predisposed. Evidences also show that there is a genetic influence in the focal dystonias (Defazio et al., 2003; Defazio, Brancati et al., 2003). The most acceptable hypothesis was that Writer's cramp starts as a symptom of anxiety neurosis in people whose main occupation involves use of fingers as for example writing. Continuing anxiety perpetuates it as a habit pattern in the form of a vicious cycle. Anxiety produces the symptom, but any attempt to write makes the symptom worse which in turn increases the level of anxiety. The hypothesis suggests that the treatment should be eclectic, making use of ant anxiety drugs, psychotherapeutic techniques and behaviour therapy methods. Crisp and Moldofsky (1965) suggested relaxation and re-educative techniques along with psychotherapy in the treatment of writer's cramps. Janet et al (1925) was advocating a complex programme of exercises to strengthen the extensor of the hand followed by teaching the patient to write with the hand supinated to encourage activity of the extensor muscles and to discourage excessive flexion of the digits. Then, to redevelop accurate writing movements of the hand, such shaping devices as special keyboards and pigeonholes were introduced.

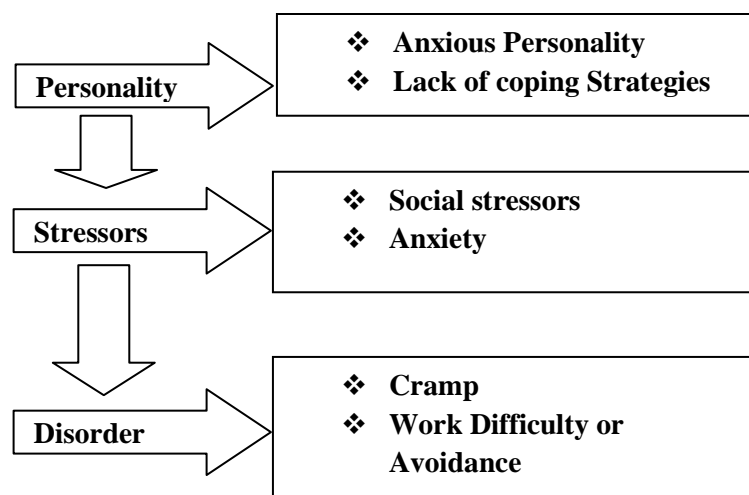
Summary of the case : 42 years old male patient referred from neurology department, working as a teacher, educated up to MSc, premorbidly anxious personality, family history of mental illness (first degree relatives), comes from MSES with presenting complaints of difficulty in writing or copying since seven years. Patient reported that he was apparently well seven years back, initially started difficulty in writing in books, gradually started feeling pain in hand. The pain was present in all the times, not only while writing but also the symptoms at times extended to whole of the right part of the body. Initially he had difficulty in writing later it was accompanied with pain and also noticed tremor and stiffness after prolonged writing. Disability progressed and he was unable to write even a few words legibly and could not hold objects which led to anxiety and dependency. He reported work load in the previous years; his class charge was changed and increases the responsibility in work Due to this problem he was exempted from work related to writing in school and for his work he had to depended more towards the other colleagues and they helped him without any opposition and the school authority also give permission to work arrangement related to writing. There was no history of similar episode in the past. Also reported that he was anxious about his writing, which seemed to be very bad and it affected his function in work. The school authority was very supportive and they advised him to take treatment. His wife reported that in family he has significant interpersonal issues, he gets angry quickly towards wife and sister. Also reported that he was very anxious and during writing felt palpitation, sweating etc.. In the pre assessments patient got a score of 42 in state anxiety and 49 in trait anxiety and a total of 91 in State Trait Anxiety inventory.

Therapy formulation: 42 years old male teacher, educated up to MSc, premorbidly anxious personality, family history mental illness, comes from MSES with presenting complaints of difficulty in writing or copying since seven years. His general anxious traits and lack of coping

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strategies worked as a causal factor of the problem. The social stressors (Work related increased responsibility and interpersonal issues in the family) caused the increasing of the anxiety level and as a coping strategy he developed the difficulty in writing (writer cramp). The continuous anxiety perpetuates it as a habit pattern and he used avoidance behaviour as a coping strategy.

Hypothetical model of writer's cramp (Cottraux, J., Junet, C., & Collet, L., 1987)



Rationale for therapy: All the physical examination was being done and no physical causes found. On administration of the scales and based on the interview, the patient was found to have anxious traits. On view of his pain and anxiety related to writing Relaxation training and Supinated writing was suggested.

Treatment plan

Relaxation training and Supinated writing

Therapy fixed as a short term goal to reduce the anxiety symptoms and improve the legibility of the writing and long term goal as the maintenance of the treatment gains. The treatment phase and the outcomes are described below.

Training module:

Treatment Sessions	Tasks
1 st – 4 th	Relaxation training
5 th - 6 th	Supinator writing in liquid approximate 20 cms circles
7 th - 8 th	Reduction of circle size in 2 cm
9 th -10 th	Writing individual letters and then words on single ruled paper
11 th - 12 th	Switching to pronator (pen between index and middle fingers) writing position
13 th - 14 th	Writing of words and sentences with brush
15 th - 16 th	Writing with smaller diameter pen
17 th - 18 th	Writing on four ruled paper to reduce letters to 1 cm (normal) size.
19 th - 20 th	Writing on blank paper
21 st – 25 th	Writing with time limit to improve speed

Phase I: (1 – 4 sessions)

In the initial session the intake was taken and STAI was administered. In the second session onwards relaxation training was started. In view of his significant autonomic arousal symptoms JPMR was initiated. The patient was explained the rationale of Jacobson's progressive relaxation techniques (tensing and relaxing different muscle parts of the body) and 5 sessions of relaxation training were given. The patient was asked to practice the same daily at home. Relaxation was presented as a skill to be learned during several applied stages, with continued practice at least once a day to help reduce his general tension level. Patient reports that he was relaxed after practicing the JPMR and reduced the palpitation, sweating etc.

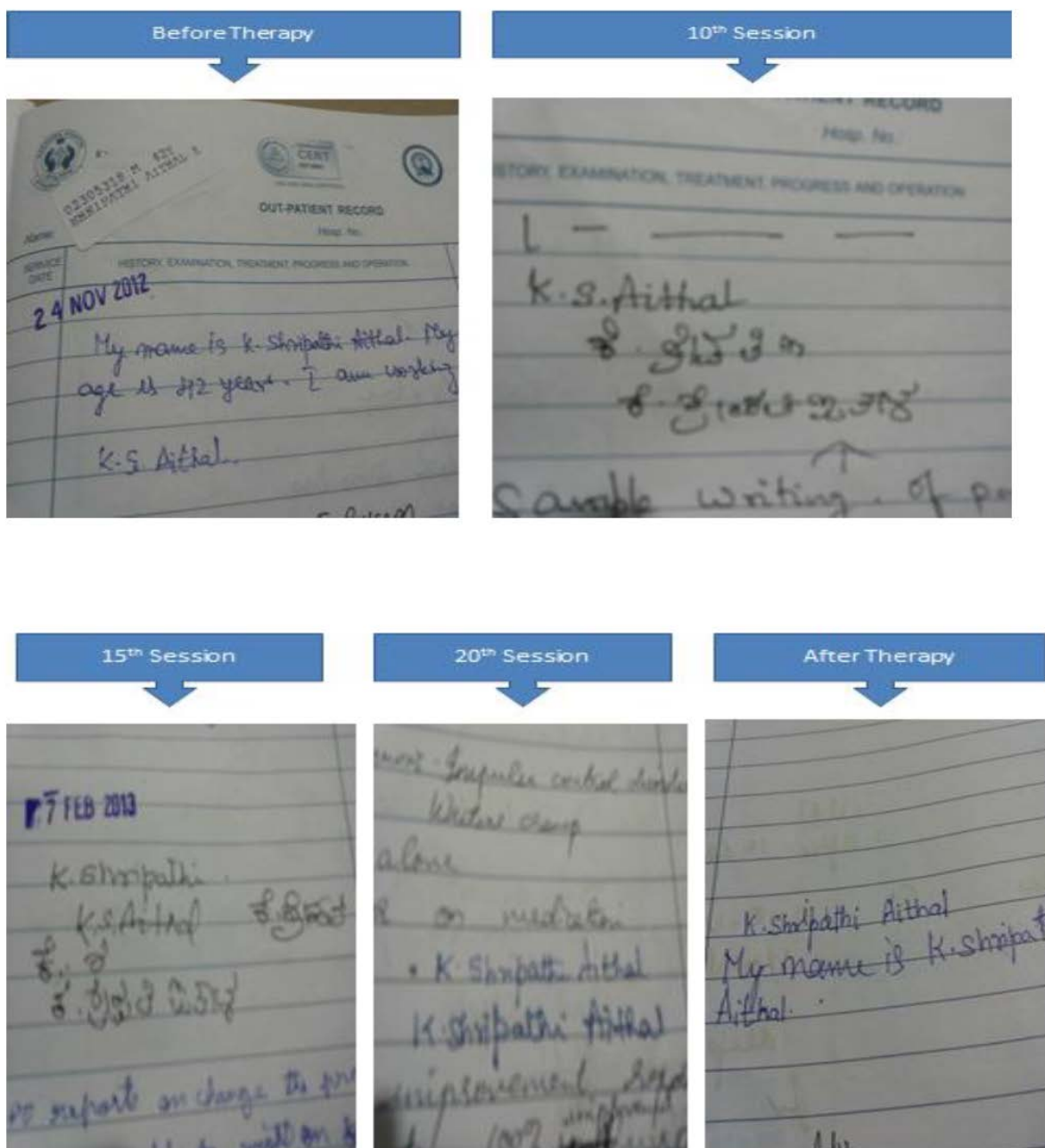
Phase II (5 – 24 sessions) Retraining:

Sessions are planned weekly one hour for a period of 20-25 weeks. The principles of treatment were similar to those used by Arora and Murthy (1976).[6] The patients were forbidden to write or even to sign their names during the treatment programme of their own. The relaxation training was continued throughout the treatment programme — 1/2 an hour in the morning, in the evening. After this, the patient had to use a thick water colour painting brush (size 6) holding his writing hand in the Supinated position but with the fingers in the position of relaxation. The brush was placed between the index and middle fingers and for two sessions, circles 15 cms in diameter were drawn. In the next two sessions, the radius of circles were reduced progressively to 10 cms, 5 cms, and finally to 2 cms. The Next circles of 2 cm. radius were drawn on single ruled paper. The stage involved writing letters of the alphabet on ruled paper, with the hand in the same position. To hasten the process of treatment, the patient was asked to practice twice a day in his room after thirty minutes of relaxation for all the subsequent stages. It was then possible to switch to writing with the pronated hand with the fingers touching the pen, held between the index and middle finger. When sentence writing was attained with this grip, the brush was substituted with a soft felt pen. Once the patient was confident of this stage, it was possible to change to four ruled paper to bring the handwriting to normal size. It is necessary to warn the patient against gripping the pen too hard. It was stressed that the fingers served mainly to guide and not to grip the pen. This usually prevented any problem. The patient was now taught to relax in a sitting position. This was done by reclining in a chair with the arms placed loosely on the lap. This had to be done for five minute before commencing writing. This was useful for the patient who could practice this in his office before writing. After this patient was able to use a fountain pen on a four lined ruled paper. The penultimate stage was devoted to writing on blank paper with stress on the handwriting. The last few sessions were devoted to increasing the speed. The patient was asked to write without straining, for example thirty minutes and improve on the previous number of words in successive sessions. No stage was embarked upon without the patient's and therapists full confidence of success in the previous stage. Along with the above treatment, the patients also had supportive psychotherapy and medication for anxiety.

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Phase III (Termination)

Patient was able to write without pain and difficulty. So patient was terminated from the continuous sessions and suggested to continue the practice of relaxation and come for review sessions. Patient will be continuing for further sessions (along with wife) for the management of interpersonal issues in family.



CONCLUSION

Because of the major difficulty in diagnosing and providing therapy for this neurological disorder, we carried out a systematic therapeutic method and when considering the positive outcome from our treatment strategies, the implication of the behaviour therapy for writer's cramp was very hopeful.

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Job Satisfaction and Teaching Effectiveness of BTC and Special BTC Teachers in Uttar Pradesh

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ABSTRACT

Job satisfaction acts as a powerful force that gives happiness and increase ones efficiency to work effectively. Job satisfaction of the teachers, who have an important place in the information society, will affect the quality of the service they render. Job satisfaction and the teaching effectiveness of teachers are directly related. The more the teacher is effective in his teaching the more he/she is satisfied in his/her job. Teachers are said to be the builders of nation. If the teachers are satisfied in their jobs and have effective teaching, than it directly leads to the beneficiary for the students, which help in their teaching learning process. Descriptive survey method was used by the investigator on a sample of 150 teachers, 100 BTC Teachers and 50 Special BTC Teachers selected by Purposive Sampling technique in Bareilly district of Uttar Pradesh. Standardized Job Satisfaction Scale by Dr. Meera and Teaching Effectiveness Scale by Dr. Umme Kulsum were used by the investigator. The findings revealed that the job satisfaction and Teaching Effectiveness of teachers was high .They are satisfied with their jobs. There occur no significant difference in job satisfaction and Teaching Effectiveness among the said teachers on the basis of their gender and qualification.

Keywords: *Job Satisfaction, Teaching Effectiveness, BTC Teachers, Special BTC Teachers.*

Teaching is a spiritual process; in which one's mind projects itself into another depending on the personal force of the teacher. As the teacher is to guide the pupils by his example as well as by his percept, he must possess certain definite qualities. The best teachers are those who have certain natural qualifications for the job. The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills, to prepare them to follow the way of democracy. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice alone can build teaching profession. Satisfaction is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties effectively and efficiently. A large number of factors like the

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employee's temperament, health, age, social status, activities, political or social organizations determine his satisfaction with the job. This influences to a great extent the quality and quantity of the output. Man in any working situation is able to apply himself whole-heartedly to his work when he has job satisfaction.

Friedlander (1963) founded that job content factors were sources of job satisfaction. He reported that achievement, challenging assignments: recognition and work itself were most important job characteristics of both satisfaction and dissatisfaction. Anjaneyulu (1968) identified the major factors associated with job satisfaction of teachers as management of school, motivation, politician, lack of social status, rigid and orthodox service conditions.

Similarly, Mc. Lucky (1940) and Raugh (1972), while analyzing the reactions of teachers to the teaching situations concluded that teachers of between 4 and 12 years of experience were less happy in their work than those of lesser or greater teaching experience. He observed no significant difference between married and single teachers.

Further, Nagi (1972) observed that lady teachers are more satisfied than male teachers. Teachers of age group 30-40 are much satisfied in their occupation than the teachers of the age group of 21 to 30. Those teachers are more satisfied who have teaching experience of 6 to 10 years, than those of who have more than 11 years' experience. While discovering some of the sources of job-satisfaction among public school teachers Bishop (1970) found that the level of satisfaction increase as the age increases.

Further, Lavingai (1977), while studying the degree of job-satisfaction among various categories of teachers found that primary teachers were more satisfied than secondary teachers. Female teachers were more satisfied than male teachers. Unmarried teachers were more satisfied than married teachers. Young teachers, in the age group of 20 to 24 years, were more satisfied in both of groups of primary and secondary teachers. Job-efficiency was positively related with job-satisfaction.

While analysing the factors that affect job-satisfaction of public high school business teachers Lacy (1969) has given an idea that the community in which teacher lives, school administration, salary, teaching load and amount of teaching experiences affected the job satisfaction of teachers. She also observed that teachers job-satisfaction was not affected by sex, marital status, number of dependents, size of community in which he lives and teachers-she found that fringe benefits were important to job-satisfaction.

Similarly, Reddy and Babu (1995) in a survey of 400 teachers working in residential and non-residential schools estimated that on the whole the teachers working in residential schools had a higher level of job satisfaction than those working in non-residential schools. Women teachers were more satisfied by their men counterparts. The differences in the level of job-satisfaction of different sub-groups of C teachers were also analyzed and discussed.

A survey of the load of work on higher secondary schools teachers in Uttar Pradesh was made by Pal and Gosh (1976). The investigation revealed that the service conditions and other factors contributed to developing frustration and dissatisfaction. The teachers suffered on account of low

socio-economic status. The unwholesome service conditions had great impact on the physical and mental life of the teacher.

The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and the most efficient manner but also ensures the best possible academic performance and an optimum development of the personality of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers become imperative to empower the students for facing the emerging challenges of global world. Effective is a part of excellence attribute of quality education.

Thakkar (1997) while summing up the characteristics of effective teaching, states that effective teachers take personal responsibility for student's learning, determines the difficulty of the lesson with the ability of the student, give the opportunities to students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control of student learning, use a variety of instructional, verbal methodology and visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving and decision making, and provide methods of learning with mental strategies for organizing and learning the content being taught. The activities of improving teacher effectiveness i.e. professional development and teacher evaluation help teachers to develop not only knowledge, skills and attitudes but also critical minds, self-reflection and self-management skills of emotional intelligence.

To become an efficient teacher, teachers are required to possess many qualities. Job satisfaction is one of them because if teachers are satisfied in their jobs and teaching effectiveness is proper, they are creative ability to view things in a new and unusual way, to see problem that no one else may even realize and then to come up with new, unusual and effective solution.

Today the teacher play effective role of motivator and trainers. As the eligibility and recruitment criteria for BTC and Special BTC is different. The researcher tries to find the effectiveness of teachers and compare whether the BTC teachers going for two year long training are better in relation to their job satisfaction and teaching effectiveness as compared to special BTC teachers who have done one extra degree i.e. B.Ed. and have undergone just six months training program of government. The study tries to find out the effect of training and eligibility criteria on effectiveness and sincerity of BTC and special BTC.

OPERATIONAL DEFINITIONS

BTC

BTC is the acronym of basic training certificate. BTC course is conducted by SCERT through DIET and other private institute authorized by NCTE. BTC certificate is must for teaching in primary schools of Uttar Pradesh. BTC teachers are the assistant teacher in primary schools selected by state government. They are recruited after a two years training course.

SPECIAL BTC Special BTC teachers are the teachers who have B.Ed. degree as their eligibility qualification and are recruited for primary school by state government on merit basis after a six months training course. They do not go for two years training program.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives.

1. To study the level of job satisfaction in BTC and special BTC teachers of UP.
2. To study the teaching effectiveness of BTC and special BTC teachers of UP.
3. To study the difference in job satisfaction of BTC and special BTC teachers of UP.
4. To study the difference in teaching effectiveness of BTC and special BTC teachers of UP.
5. To study the difference in job satisfaction of male and female BTC and special BTC teachers of UP.
6. To study the difference in teaching effectiveness of male and female BTC and special BTC teachers of UP
7. To find out relationship between job satisfaction and teaching effectiveness of BTC and special BTC teachers of UP.

RESEARCH METHOD

For the present study the Descriptive survey method was employed by the investigator. In order to get a representative sample the researcher collected the data from the Bareilly district of UP. The investigator considered 30 schools of different localities from district Bareilly of UP. The respondents of the present study were 150 government elementary school teachers. 100 teachers of BTC and 50 teachers of Special BTC. The sample was further categorized into male and female teachers of the schools. In the present study purposive sampling technique was used. Following tools are used by investigator for the collection of data.

1. Job Satisfaction Scale by Dr.(Mrs.) Meera Dixit.
2. Teaching Effectiveness Scale by Umme Kulsum.

RESULTS AND ANALYSIS

1 Result Pertaining To Job Satisfaction among BTC and Special BTC Teachers

Table 1: Job Satisfaction among BTC Teachers

Sr. No	Category	N	Percentage
1	Very Low	1	1
2	Low	-	-
3	Average	9	9
4	Good	32	32
5	High	58	58

Table 1 clearly indicates that the percentage of the highly satisfied teachers was 58% whereas 32% of BTC teachers were good in job satisfaction. This result reveals that maximum of the teachers were satisfied with their job.

Table 2 Job Satisfaction among Special BTC Teachers

Sr. No	Category	N	Percentage
1	Very Low	1	2
2	Low	2	4
3	Average	4	8
4	Good	15	30
5	High	28	56

Table 2 clearly shows that the majority of the SBTC teachers i.e. 56% are highly satisfied, 30% are good and 8% are average in their job satisfaction. Further, it is visible that maximum of them are satisfied in their job.

2 Result Pertaining To Teaching Effectiveness among BTC and Special BTC Teachers

Table 3: Teaching Effectiveness among BTC Teachers

Sr. No	Category	N	Percentage
1	Low	-	-
2	Average	54	54
3	High	46	46

Table 3 clearly reveals that the percentage of the teachers possessing average level of teaching effectiveness were 54%, 46% possessed high teaching effectiveness whereas there was no case of low teaching effectiveness in the sample.

Table 4: Teaching Effectiveness among Special BTC Teachers

Sr. No	Category	N	Percentage
1	Low	-	-
2	Average	24	48
3	High	26	52

Table 4 clearly shows that 48% of the SBTC teachers were having average teaching effectiveness whereas 52% of the SBTC teachers were possessing high teaching effectiveness. None of the Special BTC teacher had low teaching effectiveness.

3 Results pertaining to difference in Job Satisfaction of BTC and Special BTC Teachers of Government Elementary School of UP

Table 5 Showing Mean Scores, SD, t-value among BTC and Special BTC Teachers for job satisfaction.

Category	N	Mean	SD	SED	t-value
BTC Teachers	100	203.7	23.59	4.54	0.46*
Special BTC Teachers	50	201.6	27.49		

*t value at .01 \geq 2.61, *t value at .05 \geq 1.98

From the above mentioned table it is evident that the mean score of Job Satisfaction of BTC and Special BTC teachers do not differ a lot. Both of the mean scores depict that the said teachers are having high Job Satisfaction. Further we find that calculated t-value of magnitude is 0.46 which is smaller than the t tabulated value that is 1.98 at 0.05 level of significance and 2.61 at 0.01 levels. This shows that there is no significant difference in the Job Satisfaction of BTC and Special BTC teachers. The investigator is of the view that such results came out because both type of teachers view the job of teaching a satisfying job full of motivators. Factors like salary, opportunity of promotion, workload etc. seems to be of the same level. The observed difference in mean scores may be due to chance factor.

4 Results Pertaining to difference in Teaching Effectiveness of BTC and Special BTC Teachers.

Table 6 Showing Mean scores, SD, t-value of BTC and Special BTC teachers for teaching effectiveness.

Category	N	Mean	SD	SED	t-value
BTC Teachers	100	404.2	46.64	8.67	1.02*
Special BTC Teachers	50	413.1	51.62		

*t value at .05 \geq 1.98

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The table clearly indicates that the Mean score of teaching effectiveness between BTC and Special BTC teachers lie in close proximity to each other. The t-value calculated came to be 1.02. This shows that there is no significant difference in the teaching effectiveness of BTC and Special BTC teachers. The investigator is of the view that such results came out because both were dedicated to their jobs and possess a good amount of subject knowledge and the required pedagogies. They both go through a training program which helps in increasing their teaching skills. As Lynch and Verdin (1983) has also explored that the professional experiences has been claimed to increase job satisfaction.

5 Results pertaining to significant difference in the Job Satisfaction among Male and Female Teachers of Government Elementary School of UP

Table 7 Showing Mean Scores, SD, t-value of job satisfaction among Male and Female Teachers.

Category	N	Mean	SD	SED	t-value
Male	68	203.2	23.18	4.05	0.07*
Female	82	202.9	26.54		

*t value at .01 \geq 2.61, *t value at .05 \geq 1.98

The careful scrutiny of results of the above table shows that mean job satisfaction score of male and female teachers came nearly the same. Both show higher degrees of satisfaction in their jobs. Further the t-value of magnitude 0.07 is smaller than the t-tabulated value 1.98 at 0.05 level and 2.63 at 0.01 levels. This shows that there is no significant difference in the Job Satisfaction of male and female teachers. The investigator is of the view that such results came out because there are equal opportunities of job for them in the teaching profession. Moreover, the equal salary, equal status, same increment, same professional development, same access to the resource material, same transfer opportunities etc. makes satisfaction level of both male and female teachers equal. The result are in congruence with Amit Kr. Chakraborty(2001) job satisfaction of teacher does not depend on their sexual status.

6 Results pertaining to significant difference in the Teaching Effectiveness among Male and Female Teachers of Government Elementary School of UP

Table 8 Showing Mean Scores, SD, t-value of teaching effectiveness among Male and Female Teachers

Category	N	Mean	SD	SED	t-value
Male	68	408.0	50.84	8.04	0.13*
Female	82	406.9	46.77		

*t value at .01 \geq 2.61, *t value at .05 \geq 1.98

A careful glance at the results inserted in the table 8 clearly reveals that mean score of male and female teachers are almost same. Both have the higher level of teaching effectiveness in their jobs. Further the t-value of magnitude 0.13 is smaller than t-tabulated value of 1.98 at 0.05 level and 2.63 at 0.01 levels of significance. This shows that there is no significant difference in the teaching effectiveness of male and female teachers. The investigator is of the view that such results came out because both the male and female teachers go through the same qualities of training and have same basic eligibility that is subject knowledge, pedagogy knowledge etc. The result of the study are contradictory to Nagi (1972) observed that lady teachers are more satisfied than male teachers.

7 Results pertaining to significant relationship in the Job Satisfaction and Teaching effectiveness of teachers of Government Elementary School of UP.

Table 9: Showing the Correlation between the Job Satisfaction and Teaching Effectiveness among Government Elementary Teachers of UP

Category	N	'r'
Job Satisfaction	150	0.04
Teaching Effectiveness	150	

From the above mentioned table, it is clearly evident that the 'r' value for the job satisfaction and teaching effectiveness is found out to be 0.04 which is negligible. This means teaching effectiveness have no effect on job satisfaction of teachers. Lavingai (1977) found that Job-efficiency was positively related with job-satisfaction.

CONCLUSION

It can be concluded that pedagogy and teacher effectiveness have to be an important determinant for the perception of teaching effectiveness. Therefore stress free environment should be provided to teachers and they should also be provided with all basic necessities for teaching in

the classroom. Continuous reframing of the policies best suited for the teachers and students should be done for effective teaching learning.

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Suicidal Behavior among Adolescents with Borderline Personality Disorder

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ABSTRACT

The present study is based on a systematic research review. Systematic review is to identify, evaluate, and summaries the findings of all relevant studies. Systematic reviews represent one of the most important forms of research evidences upon which clinicians, their patients and policy makers rely when making decisions. The review of literature is significant constituent of the research process and should be carried out in an organized manner. It involves a systematic identification, location and analysis of documents containing information related to the research problem. The reason of reviewing literature is to determine what has already done by the scientific community related to the research problem and to gain a notion regarding different aspects of the subject matter understudy. The major objective of the current study is to conduct a systematic review on Suicidal behavior in borderline Personality disorder among adolescents. To accomplish this objective, it was very important to collect the literature on; (A). Adolescents (B). Suicidal behavior. (C). Borderline personality disorder among adolescents.

Keywords: *Adolescents, Suicidal behavior and Borderline personality disorder.*

At no other time in history has the journey between childhood and adulthood been more challenging. It is largely assumed that adolescence is a period of change and turmoil. This might be the reason that it is confusing for clinicians to consider diagnosing a personality disorder during a time of identity, questioning and consolidation. Borderline personality disorder (BPD) is estimated to affect between 0.9% and 3% of teenagers in the community, (Chanen, McCutcheon, Jovev, Jackson, & McGorry, 2007) which is equivalent to the prevalence in adults (Lenzenweger, Lane, Loranger, & Kessler, 2007). The data confirm that BPD usually becomes clinically apparent during adolescence, peaks in young adulthood, and attenuates across the remainder of the life course (Chanen, & Kaess, 2012). Several studies have shown that specific features of BPD, such as self-harm, impulsivity and emotional dysregulation, present during

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childhood or adolescence, are predictive of BPD diagnoses in adulthood (Siever, Torgersen, Gunderson, Livesley, & Kendler, 2002; Zanarini, Frankenburg, Ridolf, Jager-Hyman, Hennen, & Gunderson, 2002). Among these, impulsivity in particular is regarded as a core feature of BPD (Lieb, Zanarini, Schmahl, Linehan, Bohus, 2004; Links, Heslegrave, & van Reekum, 1999). Impulsivity is associated with factors contributing to the severity of the disorder, such as suicidal/self-harming behaviors or increased risk for substance abuse (Moeller, Barratt, Dougherty, Schmitz, & Swann, 2001; Winstanley, Eagle, & Robbins, 2006). Brent et al (1994) assessed the association between personality disorders, personality traits, impulsive violence, and suicide. Result of the study revealed that Personality disorders and the tendency to engage in impulsive violence are critical risk factors for completed suicide.

LITERATURE ON SUICIDE IN ADOLESCENTS

Suicide is one of the leading causes of death worldwide, with global average rate of 16.7/100,000 persons per year (World Health Organization, 2007). Suicide is the second leading cause of death among young people aged 15-29 in Europe, following unintentional injuries (Blum & Nelson-Mmari, 2004). Ninety per cent of people who commit suicide have been diagnosed with a serious mental illness; psychiatric disorders and substance abuse problems have been consistently identified as risk factors for suicide and suicidal ideation (Centre for Applied Research in Mental Health and Addiction, 2007; Jacobs, 2007). Suicide rates vary markedly by age, gender and ethnicity. Adolescence and early adulthood are the times of greatest risk for the onset of suicidal ideation and behavior (Nock et al., 2008). Suicide is defined as the act of intentionally ending one's own life (Silverman, et al., 2007). Suicide behavior that does not result in death includes: suicide ideation (thoughts of engaging in behavior to end one's life); suicide plan (forming a specific method through which one intends to die); and suicide attempt (engaging in potentially injurious behavior with at least some intent to die). Although these behaviors represent a continuum of severity, from ideation through attempts to fatal act, in many cases they occur independently. For adolescents aged 12 to 17 years, lifetime prevalence of suicide ideation ranges from 19.8 to 24.0%, and for suicide attempts from 3.1 to 8.8%. The 12-month rates are similar, ranging from 15.0 to 29.0% for ideation, 12.6 to 19.0% for plans, and 7.3 to 10.6% for suicide Attempts.

There are some risk factors that may be particularly influential in determining suicide risk among adolescents and young adults. Impulsivity may be particularly important in adolescent suicide (McGirr et al., 2008), but only certain facets may be closely related to suicide, specifically, the tendency to act without much thinking or deliberation (Yen et al., 2009). For boys, those who at age 8 are frequent victims of bullying and those who bully are at increased risk for suicide in adolescence (although the effect is not found when controlling for conduct problems and depression symptoms); for girls, being a victim of bullying is associated with increased suicide risk even when controlling for conduct and depressive symptoms (Klomek et al., 2008, 2009). Parental criticism also is associated with adolescent self-injurious behavior (Wedig & Nock, 2007). Miller (2007) mentioned that interpersonal conflicts and separations are the most common

precipitants of adolescent suicide. He pointed out breakups of romantic relationships, disciplinary crisis or legal problems, humiliation and arguments, which are stressors identified in attempted and completed suicides of youth (Miller, Rathus, & Linehan, 2007). Horesh, Orbach, Gothelf, Efrati, & Apter (2003) conducted a study to examine that some forms of suicidal behavior among adolescents are related to helplessness and depression, whereas others are related to anger and impulsivity. In the subjects with Borderline Personality Disorder, Impulsiveness and aggression correlated significantly and positively with suicidal behavior. In the subjects with major depressive disorder (MDD), no such correlations were seen. In both diagnostic groups, depression and hopelessness correlated positively and significantly with suicidal behavior. Anger did not correlate with suicidal behavior in either of the groups.

LITERATURE ON BORDERLINE PERSONALITY DISORDER IN ADOLESCENTS

Borderline personality disorder (BPD) is an impairing mental disorder that concerns 1-2% of the general population. Although BPD is usually diagnosed in adults, symptoms of BPD can often be traced back to childhood (Miller, Muehlenkamp, & Jacobson, 2008). It is characterized by a pervasive pattern of instability in affect regulation, impulse control, interpersonal relationships, and self-image (Lieb, Zanarini, Schmahl, Linehan, & Bohus, 2004). Several studies have shown that individuals with BPD have more difficulty in their adaptive functioning and interpersonal behavior (Kraus & Reynolds, 2001). A recent study investigating affective experience and interpersonal behavior of individuals with BPD (Russell, Moskowitz, Zuroff, Sookman, & Paris, 2007) found elevated levels of submissive and quarrelsome behavior, reduced levels of dominant behavior, and overall more extreme behavior relative to non-clinical control participants. Other studies also point to emotion deregulation, or poor emotion management in BPD (Bland, Williams, Scherer, & Manning, 2004; Zlotnick et al., 2002). Studies indicated that individuals with BPD also characterize their interpersonal behavior as overly nurturing, exploitable, and socially avoidant. (Gunderson, 2003). Choudhary & Thapa, (2014) found defining characteristics of BPD such as substance abuse, suicidality, academic failure, social dysfunction, dependency on others and personal distress was identified. In the study by Becker et al. (2000) anger was found to be the best exclusion criterion for BPD in adolescents and the abandonment fears were found to be the best inclusion criteria for adolescents (Becker, Grilo, Edell, & McGlashan, 2002). A study done by Bounoua et al., (2015) explored the impact of anxiety sensitivity in the development of BPD symptoms in a group of adolescents. Results suggest a significant indirect effect of emotional abuse on BPD symptoms via anxiety sensitivity. These findings suggest that, among adolescents, Anxiety Sensitivity may serve as an important contributor to the development of BPD symptoms. Thatcher et al. (2005) followed 355 adolescents from clinical and community sources from average age 16 to average age 22 and found that adolescent alcohol use disorder was significantly associated with increased borderline personality disorder symptoms in young adulthood.

Over the past several decades, research has focused increasingly on developmental antecedents to psychological disorders that were previously assumed to emerge only in adulthood. This

change in notion follows from the recognition that complex transactions between biological vulnerabilities and psychosocial risk factors shape emotional and behavioral development beginning at conception. The results of a large study done in UK suggest that inherited and environmental risk factors make independent and interactive contributions to borderline etiology, supporting the current models of diathesis-stress theories, pointing to an interaction between genetic vulnerability and harsh treatment in the family (Belsky, et al., 2012).

Factors identified as predictors or risk factors for BPD in adolescents include history of disrupted attachment, maternal neglect, maternal rejection, grossly inappropriate parental behavior, number of mother and father surrogates, physical abuse, sexual abuse, and parental loss (Ludolph, Westen, Mischel, Jackson, Wixom, & Wiseman, 1990; Chanen, & Kaess, 2012). Borderline characteristics were more frequent in children who had exhibited poor cognitive function, impulsivity, and more behavioral and emotional problems, but also in those who were exposed to harsh treatment. These all become higher risk factors in the presence of each other and also when there is a family history of psychiatric illness (Belsky, Caspi, & Arseneault, et al., 2012). Studies add low socioeconomic status to childhood abuse and neglect, and problematic family environment, as significant risk factors for personality pathology, especially BPD (Chanen & Kaess, 2012). It is also supposed that BPD results from the interaction between temperament and parenting failures. A study done by Agrawal et al. (2004) suggested that there was a strong association between insecure forms of attachment and borderline personality disorder. Linehan (2007) described that invalidating environment may also interfere with attachment and the learning of emotion regulation strategies. The temperamental factors might be emotional reactivity or difficulty being alleviated, which are challenging for any parent, and especially for those who share these genetic predispositions. Many studies revealed that there is a strong relationship between BPD and insecure (mainly preoccupied) attachment (Agrawal, Gunderson, Holmes & Lyons-Ruth, 2004; Kobak, Zajack, & Smith, 2009). Research showed that childhood emotional, physical, and supervision neglect may play a role in the etiology of some Personality Disorders (Johnson, Smailes, Cohen, Brown, & Bernstein, 2000).

LITERATURE ON RELATIONSHIP BETWEEN SUICIDAL BEHAVIOR AND BORDERLINE PERSONALITY DISORDER

Young people's affinity to highly impulsive and self-damaging behavior places them at risk for adverse health outcomes. Among adolescents with BPD, "self-harm and suicidal behavior" is the most frequently met BPD criterion. This differs from adulthood, when rates of self-harm and suicidal behavior decline (Zanarini, Frankenburg, Reich, Fitzmaurice, Weinberg, & Gunderson, 2008). Borderline personality disorder (BPD) is a common and severe mental disorder that is associated with severe functional impairment and a high suicide rate. Patients with BPD represent 9% to 33% of all suicides, (Kullgren, Renberg, & Jacobsson, 1986; Runeson, & Beskow, 1991) and the lifetime suicide rate for BPD is estimated to be 8% (Pompili, Girardi, Ruberto, & Tatarelli, 2005). Five out of eight patients reported suicidal attempts or threats. Zanarini et al., (2006) reported that 32.8% of BPD self-injurers began before age 12, as 30.2%

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began as adolescents and 37% began as adults (Zanarini, Frankenburg, Ridolfi, Jager-Hyman, Hennen, & Gunderson, 2006). Pompili, Girardi, Ruberto, & Tatarelli, 2005 suggesting that the early years after acute clinical care might be the period of highest risk. However, the study with the longest duration of follow-up (27 years) suggests that suicide occurs later in the course of BPD (Paris & Zweig-Frank, 2001). Borderline patients at greatest risk for suicidal behavior include those with prior attempts, comorbid major depressive disorder, or a substance use disorder. Comorbidity with major depression serves to increase both the number and seriousness of the suicide attempts. Hopelessness and impulsivity independently increase the risk of suicidal behavior, as does a turbulent early life and the presence of antisocial traits (Black, Blum, Pfohl, & Hale, 2004). A study had done by Yen, Gagnon, & Spirito, (2013) to examined differences between suicidal adolescents with and without BPD on history and characteristics of suicidal behavior, Axis I comorbidity, affect regulation, and aggression. BPD participants were more likely to have a past history of suicide attempts and to have been admitted due to a suicide attempt (vs. suicidal ideation). The Results demonstrate that compared to other acutely suicidal adolescents, the clinical profile of BPD participants is unique and suggests an increased risk for suicidal behaviors. Another study conducted by Oumaya , Friedman, Pham, Abou Abdallah, Guelfi, & Rouillon, (2008) to examined the relationships between self-mutilations, suicide and related therapeutic approach. Result showed that Borderline patients with history of self-mutilation behavior have about twice the rate of suicide than those without.

CONCLUSION

The above data suggest that Borderline Personality Disorder (BPD) is among the most functionally disabling of all mental disorders. Suicidal behavior is frequent in patients with borderline personality disorder (BPD); at least three-quarters of these patients attempt suicide and approximately 10% eventually complete suicide. Borderline patients at greatest risk for suicidal behavior include those with prior attempts, co-morbid major depressive disorder, or a substance use disorder. As BPD is frequently complicated by suicidal behavior, clinicians must avoid the mistake of thinking that a pattern of repeated attempts indicates little desire to die. Clinicians have an important role in preventing suicide attempts and completed suicides by understanding the risk factors. In this review, diverse literatures are reviewed that can inform understanding of the ontogenesis of borderline pathology, and to guide future research with at-risk children and adolescents. One probable pathway is identified that leads to borderline personality disorder; it begins with early vulnerability, expressed initially as impulsivity and followed by heightened emotional sensitivity. These vulnerabilities are potentiated across development by environmental risk factors that give rise to more extreme emotional, behavioral, and cognitive dysregulation.

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Use of Family Narratives as a Tool of Effective Parenting

Rakesh Kumar Maurya^{1*}

ABSTRACT

Family narratives and reminisces can be effectively used by parents as a tool to help children develop self-concept. Family narratives are the way through which children and adolescents connect across generations to create self-identity. By anchoring oneself in family history, one develops a sense of place and security that may facilitate self-confidence and self-competence. In the modern world where nuclear family is the norm, parents need to ensure that family narratives are used effectively in helping children navigate through challenges of life. Parents and grandparents have to pay careful attention to family history and narratives; and put in efforts in developing strong family narratives to be shared with children. Also, parents need to be careful while sharing those reminisces and narratives by avoiding individual comparison of their children with others in the past. Celebrating certain occasions as a day for showing gratitude towards grandparents and older generations can also generate curiosity and interest among children about family narratives. The current study looks into family narratives practices, challenges and how parents can develop strong family narratives to be shared with their children.

Keywords: Parenting, Family Narratives, Family Stories, Story, Reminisces, Effective Parenting,

We make stories and our stories make us (McAdams, 1993; Wingard & Lester, 2001; Plummer, 2002; Gottschall, 2012). All societies across the world have used this powerful tool not only to entertain their people but also to transfer cultural values from one generation to another. Humans in all cultures come to cast their own identity in some sort of narrative form (Owen Flanagan, 1992).

Like its culture, India has rich traditions of storytelling: Katha, Mask, Puppets, Pandwani, Kathkali, picture showmen etc. are some of the most popular traditions of storytelling. The content of these traditional stories are from religious texts such as Ramayana, Mahabharata, Purans etc. These story telling performances are held in temples, weddings and other social or religious functions. However, apart from these traditions, there is another tradition of

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storytelling: Story telling by older generation to the younger one in families. This tradition was very popular and probably the most widely practiced. Grandparents/parents are the main story tellers of this tradition and children are the main audiences of it. The content of these family stories are from the same religious text and animal stories for children. Panchtantra (Five Principles) is one of the most popular children stories narrated to children. This is "an ancient Indian collection of interrelated animal fables in verse and prose, arranged within a frame story. The original Sanskrit work, which some scholars believe was composed around the 3rd century BCE" (Jacob, 1888; Ryder, 1925) is attributed to Vishnu Sharma. This work has been translated into many languages and has migrated to different parts of the world since then (Buchthal, 1941; Upadhyaya, 1960; Saxena, 1999).

Stories shared and communicated in families can be categorized as: Family stories and Non-family stories. Family stories content is derived from past events and experiences of family members dead or alive. It consists of family history, traditions and reminisces of past generations and current members. Family stories includes both stories of experiences the family has shared together in the remote past, such as family vacations and sibling births, as well as stories outside of the children's experience, including stories of the parents before the children were born, both as children in their own families of origin and as adults before forming this family (Fivush, Bohanek & Duke, 2007). Non-family stories are stories related to religious or cultural texts and are not related to family history.

My grandfather's reminisces about his hard life during his childhood and the change of his fortune after he fled to Kolkata in search of employment had a profound influence on me as a child. All his personal stories started with some challenges or hardships in the family such as how hard it was to manage three meals a day or how his father worked on others land as a labourer; and ended with courageously fighting with those challenges. I developed a deep respect for my grandmother who died a few months before my birth, when I heard from others about her gracious and kind hearted nature in helping the poor. A rickshaw-puller from a neighboring village once told me about a loan he took from her but she never asked for the return; and when he tried to return the money after her death, my grandfather forfeited the loan saying that she would be happy by this act.

Family stories such as mentioned above when told and retold become a part of family narratives and play an important role in shaping personality and self of family members (Stone, 1988). Family stories have many functions. One of the prime functions of family stories is to convert family experiences/memories into a forever long lasting story. In his book, *The Things They Carried*, O'Brien says

"And sometimes remembering will lead to a story, which makes it forever. That's what stories are for. Stories are for joining the past to the future. Stories are for those late hours in the night when you can't remember how you got from where you were to where you are. Stories are for

eternity, when memory is erased, when there is nothing to remember except the story (O'Brien, 1998, p. 38).

Telling a story is a key tool to find meaning in that particular experience (Boyce, 1996; Koenig Kellas & Trees, 2006). A personal experience/remembrance when told and retold takes the form of a story which makes it more meaningful both for the narrator as well as the listener. Also, family stories integrate other family members' experiences making it more meaningful for the whole family. Another function of family narratives is to organize family experiences into meaningful content and use that knowledge to better prepare for future challenges. In fact, they work as a bridge between the past and the future.

Family stories are a key tool for transmitting values, experiences, traditions and important life lessons to current or future generations (Fiese & Wamboldt, 2003).

The current study argues for (A) why it is important for families to create strong family narratives to be shared with children? (B) How nuclear family system has influenced the sharing and communication of family narratives? (C) How strong family narratives can be used as an effective tool of parenting? (D) How parents can create strong family narratives to be shared with their children? The word "Family Narrative" and "Family Story" have been used interchangeably in this paper; and convey the same meaning.

Family Stories Vs Non-family stories:

Story telling is one of the oldest art forms and they are everywhere coming from all walks of life. The domain of these stories is such a vast world that it is difficult to categorise them. On the basis of relation between characters and story teller, it can be divided in two categories: family stories and Non-family stories. Family stories are tales about people, places, and events related to the members of our immediate family or ancestors. Non-family stories can be defined as tales about people, places and events which are not related to members of our immediate family or their ancestors.

While all types of stories leave their impact on narrator as well as listeners, family stories are more influential in identity formation as compared to non-family stories. They tell them where they came from, where they fit into the historical landscape of the entire family, what are the values that family has been practicing over the years, how family has dealt with challenges over generations etc. It helps children in developing strong intergenerational self (Fivush, Bohanek & Duke, 2008). Family stories are about the family members and history of the family. Therefore, when strong family narratives are shared with the younger generation, it sets an example or a standard for children to meet or exceed.

Family reminisces and narratives are perceived to be based on real events which took place in past or a few generations ago while non-family stories we read/hear are not necessarily perceived to be based on real events. When a preadolescent or an adolescent hears or reads a story, he/she

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takes it as a fictional story whereas family narratives are perceived to have happened in the past and based on real life events. This is why family narratives directly leave an impact on children as compared to other stories.

Another difference is the level of connection children feel with the characters of a family story and non-family story. A family narrative would evoke a strong feeling of connection with the characters as they are part of a larger family while non-family stories may evoke a feeling of strong connection but not as much as family narratives.

Family reminisces and narratives carry many real life connections in the form of objects, materials and signatures of events. For example, a grand-father, retired from Army, may narrate stories of wars he fought and can show the wounds/scars on his body received during the war; a grand-mother while narrating her first meeting with her husband to her grand-children can show the gift he gave to her.

Family stories are better suited to be used as a cohesive force in keeping the family united while other stories may not necessarily have this feature (Kiser, Baumgardner & Dorado, 2010). Family stories and reminisces are a key factor in developing a strong intergenerational self which is closely related to more trust worthy relations among current family members (Fivush, Bohanek & Duke, 2008). People having low intergenerational self may be more prone to discard other family members in their old age. In today's world, where old people taking shelter in old age homes despite having children has become a reality, family stories are vital in influencing younger generation in taking care of their parents in their old age. Indian immigrants living in United States use home based, family focused simple narratives to inform their children about their roots in India. As these immigrants are living away from their extended families, family narratives and stories are a way to incorporate them in their family in United States (Marvin-2009).

Impact of Family Narratives on Children:

Family narratives influence children in a variety of ways. It impacts the emotional life of a family and its members (Fivush, Bohanek, Robertson & Duke, 2004). A five year old when expresses her past experiences about a particular event to her parents develops autobiographical and self-memory; and observes how her experiences about the past are different from others experiences of the same event (Fivush, 2008). Understanding of Self emerges from social interactions and it also influences social interactions.

Family stories does not only influence the listener i.e. children but narrator as well. How we share our experiences with others shapes our own understanding of those experiences (Fivush, Reese, & Haden, 1996; Pasupathi, 2001). Through describing, explaining, and evaluating their pasts in socially situated reminiscing, children come to construct an interpretive framework for understanding both their experiences and their selves (Fivush, Bohanek & Duke, 2007).

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Family stories provide a historical context for children, informing them of how they fit into a larger life framework. Family narratives are the way through which children and adolescents connect across generations and create self-identity. The whole process of sharing of family history and stories helps children develop a sense of self connected to previous generations. By anchoring oneself in family history, children develop a sense of place and security that may facilitate self-confidence and self-competence (Fivush, Bohanek & Duke, 2007).

Sharing of family narratives with children contributes in the development of strong intergenerational self which in turn help children develop a better sense of self and well-being. Sharing of Family narratives is an important contributor in the preadolescents' well-being and self-understanding (Fivush, Bohanek & Duke, 2007). As children approach adolescence, development of intergenerational self may also works as a resilience factor.

Family narratives promote family cohesiveness which plays a key role in creating strong family bonding among family members and children in particular. Family cohesion is defined as the "emotional bonding that family members have toward one another" (Olson, Russell, and Sprenkle, 1984). These narratives also strengthen the adaptability of families in response to situational and developmental stress. Family narratives, when told and retold, define the shape of each family's emotional life. The way individual family members take part in the recreation of family's shared past regulates an evolving self-understanding both as an individual and as a member of the family. Families that are skilful in talking about emotionally complex and difficult events in more open, integrated, and coherent ways may help impart children with the resources to deal with and resolve aversive experiences (Fivush, Bohanek, Robertson & Duke, 2004).

Why sharing of family narratives and story-telling is decreasing among Parents?

During a workshop on parenting, the author observed that there are many parents particularly from low SES who avoid sharing family stories/histories with their children. In fact, they try their best to keep their children away from their ancestral places and people, thinking that this would pollute the mind of their children. They argue, "what to share?, our past has not been that eventful, it is full of shame, sorrow and exploitation." This reluctance is very obvious with the parents of low castes in India who have migrated to cities in search of better opportunities.

They fear that if they expose their children to their extended families who are still backward, poor and living in villages, it would hamper their social and academic development. They also fear that their children's mingling with their extended families in villages would hamper their growth as they do not have anything to offer except unhealthy old rituals and traditions. History of Schedule castes and Schedule Tribes and other lower caste people in India is a history of thousands of years of servitude, exploitation and oppression on the basis of being born in a particular community or caste (Maurya; 2015). While social and economic conditions of backward castes have improved significantly in modern India, revisiting those past traumatic

experiences in the form of family narratives would, they fear, hurt their children's self-esteem. The issue can be summarised as they feel "lack of strong family narratives" to be shared with their children.

The word "grandparents" evokes a unique world where the dual role of parenting is evinced. Grandparents function as shock absorbers, which buffer the aftershocks and they also act as bouncing boards, which help to deflect a range of emotions. These roles serve to emphasize their important link in the family. With a plethora of old world experiences behind them, and having the unique capacity of being able to transmute from mentors and listeners to mediators and friends, they can offer support and stability. In a traditional joint family, grandparents play a crucial role of transmitting family values, traditions and lessons to children through family narratives. In India, this has been the tradition in families, however, in the changing family structures where nuclear family has become the norm, this crucial role of grandparents in sharing family narratives to children has now been neglected. As more people are migrating from villages to cities, they find themselves being cut off from their roots (Saxena, 1977).

Technology is another crucial aspect of changing family dynamics. Impact of popular culture and technology is very much visible on children's relationships in families. (Taylor, 2013). These influences have contributed to a growing divide between the traditional roles that children and their parents play. Children's absorption in technology, from texting to playing video games, does by their very nature limit their availability to communicate with their parents. Children's absorption in technology, from texting to playing video games, has limited their communication with parents and grand-parents. One study observed that working parents arrived home after work were greeted only 30% of the time and were ignored 50% of the time. Another study found that there was no impact on family time when technology was used for school related activities, but it hurt family communication when used for social reasons. Children these days are found indulging in instant messaging constantly, checking their social media, listening to music, surfing their favorite web sites, and watching television or movies. Because of the emergence of smart phones, these exercises are no longer limited to the home, but rather can occur in cars, at restaurants, public places, in fact, anywhere there's mobile phone network coverage.

These new development have impacted sharing of family narratives with children. It is not that only children are responsible for decrease in family communication. Parents can be equally responsible for widening the distance that appears to be increasing in families. Often, they are busy with their own technology, for instance, watching TV, checking emails and talking on their mobile phones, when they could be playing with, talking to, or generally connecting with their children.

Another factor responsible for the decrease or lack of sharing of family narratives with children is parents not being aware of the importance and benefits of such family practices. This could be

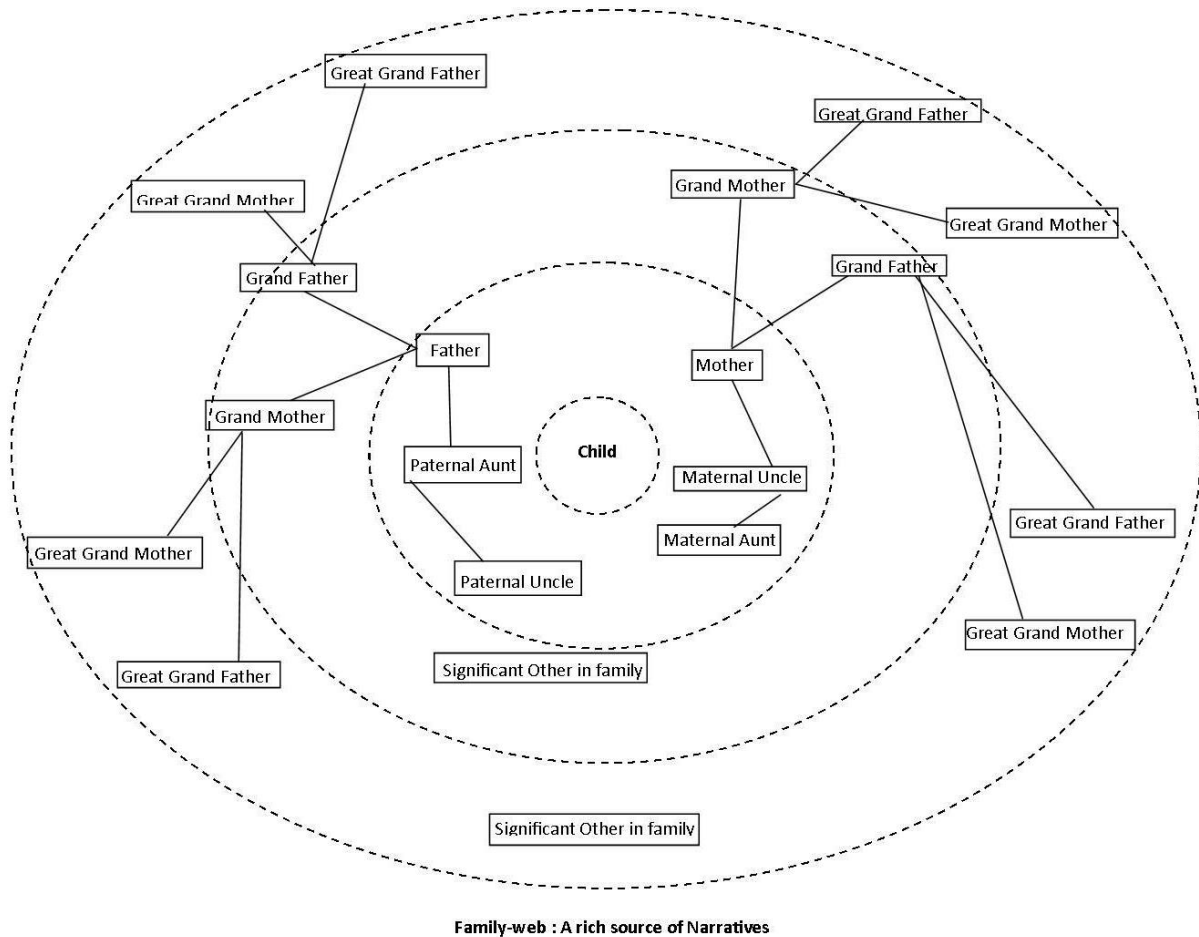
overcome by school counsellors who are competent enough to help parents learn the importance of family narratives and how it should be communicated (Maurya, 2015). The author himself, as a school counsellor, conducted workshops on effective parenting to spread awareness for the same.

How to Develop Strong Family Narratives?

Simply sharing family narratives with children is not enough. It is important to develop and share strong family narratives which can assist children in developing a positive self-concept, enhanced resilience and well-being in response to emotional or social challenges. As we have already discussed about parents who feel that they do not have anything positive to share with their children, it is imperative to understand how one can develop strong family narratives to be shared with their children.

First, the assumption that family narratives should be 100% historically accurate is misguided; in fact, no historical event can claim to be of hundred percent accurate. When any historical event is interpreted, it is coloured by narrator's own biases, interpretation and understanding. Stories when transferred from one generation to the next, some changes are bound to happen as memory is of constructive nature (McClelland, 1995; Schacter, Norman & Koutstaal, 1998). It means that the act of remembering is influenced by various other cognitive processes including perception, imagination and beliefs (Johnson & Raye, 2000). During retrieval of past family events people use their schematic knowledge to fill in information gaps, though they usually do so in a way that implements aspects of their own beliefs, moral values, and personal perspective that leads the reproduced memory to be a biased interpretation of the actual version. It means that parents have the flexibility of accommodating interpretations of past history of their family that they deem conducive for the development of their children.

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The author proposes the following steps for parents in developing strong family narratives.

Step 1- The first step is to understand the values of the family. Family values are important and lasting beliefs or ideals shared by the members of a family about what is good or bad and desirable or undesirable. Every family practises certain values. These values are transferred from generation to generation and changes are also adopted with social, economic and political atmosphere of the time (Becvar & Becvar, 2012). For parents it is important to first understand what these values are. The following questions can help parents understand values of their families.

- What is important to you?
- What is important to your family?
- How your family is same or different to other?
- What is the purpose and goal of your family?
- History of your family?
- What defines happiness, pride and fulfillment for the members of your family?
- What are the values of other family members?

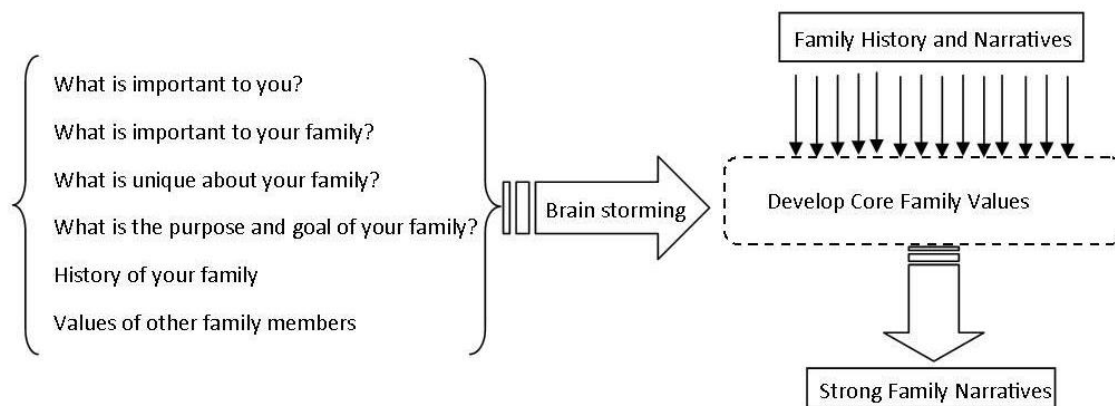
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The above mentioned questions are not absolute and other strategies may be adopted to understand values of a family. Once family values are deciphered, core family values should be developed through brain storming among family members.

Step 2- Second step is to be aware and have appropriate understanding of family history .If parents themselves are not aware of their family history and narratives, it would be difficult for them to transfer those narratives to their children. For understanding their own family history, they need to do their own research and collect data for the same. Family-web (see figure-1) can help in discovering family history, narratives and values.

Another approach to generate family narratives is to study family history along with the history of your community/caste, village/town, district, state and country. A family history can not remain isolated from what happened in society at the time.

Step3- The third step is look at the family history and narratives from the lens of core family values. The past narratives become more meaningful and inspiring when filtered and coated with family values.



It is important for parents to develop strong family narratives to be shared with children

Sharing Family Narratives with Children

One does not need to be an effective story teller to share family narratives with one's children, however, parents having effective story narration skills would find themselves better equipped in turning family history into a coherent and engaging plot. Sharing family narratives should not be based on oral traditions only. Environmental cues that support narratives or at least work as a link or remains of the past family history are more effective when shared. A family photograph is not only a picture of an individual/group or a scene, in fact; it carries its own story. It is

commonly believed that a photograph is worth a thousand words (Bouch, 2009; McGee & McGee, 2011). Family photographs are one of the most common and effective environmental cues that can generate curiosity and interest among children about family narratives and history. Having photographs of elders or earlier generation is commonly done and families in some cultures even worship them along with their Gods (Hozumi, 1912; Sheils, 1975; Lee, 1987).

Apart from photographs, old items such as medals, coins, dresses, and gifts can also evoke emotional bonding with the previous generation and help develop strong intergenerational self among children. These things effectively help parents in transferring/communicating family values among children. Children find it easy to connect with family narratives and history when they themselves touch, feel and observe such objects.

Another way of sharing family narratives is to celebrate certain occasions as a day for showing gratitude towards grandparents and older generations. In India, there is a cultural tradition of celebrating an event for showing respect and gratitude to our dead parents, grandparents and ancestors. This is known as “Shradh”. Shradh is a sanskrit word and it literally means “Anything done with complete faith and devotion”. On this occasion, a period of fifteen lunar days which is observed every year during PitraPaksha, Hindus pay homage to their ancestors especially through food offerings. Such cultural celebrations are the appropriate time for sharing family narratives and history. The ritual performed during Shradh can generate curiosity as well as gratitude towards deceased family members.

Another problem that parents face while sharing family narratives is that children do not show interest in those narratives. Parents assume that the past historical family events and stories are of no use/interest for their children. My grandfather almost always used to reminisce about how he travelled 6 kilometers on foot to go to school. He reminisced these narratives whenever I insisted for purchasing a bicycle for myself. Another usual reminiscence of my grandparents was when I showed tantrums about the food. *“You should feel happy that you are getting three meals a day, in our time, we used to get to eat only two times and that too only rice and vegetables.”* These narratives were always repeated whenever I showed dissatisfaction with the food served, and after some years, I became used to these didactic narratives. Therefore, it is important for parents to understand how and when such narrative should be shared. First, a family narrative with a sarcastic tone would certainly not create the influence that we want to see on our children. Parents often used comparative and sarcastic tone while sharing family narratives. For example: *“How come you ask for a new pair of shoes when you already have one, in your age I used to go to school barefoot?”*

Second, timing of sharing family narratives matters. Rather than reacting to an incident instantly, it is better to relate that with past family narratives when you are with your child in a deep intimate conversation. In the example mentioned above, parents can reminisce about the

challenge of not having even a single pair of footwear at night after dinner while striking a deeper level of child-parent communication.

Third, the manner in which a parent/grand-parent used family history to make a point also matters. Children avoid listening to something conveyed in a didactic manner. For example:

“Children should respect elders, in your age we did not even look into the eyes of our elders while talking to them.”

This didactic approach can be made more effective if we change the didactic style of reminiscences.

“It hurts when someone younger to you does not show respect to you. I realised this when I was of your age, how do you feel when someone does not show respect towards you?”

Fourth, early exposure of family narratives to children is more effective as compared to late exposure. Preadolescence when children start forming their identity and self is an ideal time for exposing children to family history and narratives (Bohanek, Marin, Fivush & Duke, 2006).

CONCLUSION

Family narratives can be effectively used by parents as a tool to help children develop self-concept. Family narratives are the way through which children and adolescents connect across generations to create self-identity. By anchoring oneself in family history, one develops a sense of place and security that may facilitate self-confidence and self-competence. In the modern world where nuclear family is the norm, parents need to ensure that family narratives are used effectively in helping children navigate through challenges of life. Parents and grandparents have to pay careful attention to family history and narratives; and put in efforts in developing strong family narratives to be shared with children. Also, parents need to be careful while sharing those reminiscences and narratives by avoiding individual comparison of their children with others in the past. Celebrating certain occasions as a day for showing gratitude towards grandparents and older generations can also generate curiosity and interest among children about family narratives.

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Emotional Maturity and Home Environment among College Student of Rajkot City

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ABSTRACT

The purpose of present study was to find out correlation between the College Student Emotional Maturity and Home Environment among College Student of Rajkot City. The said sample was 210 both males and females in equal numbers was selected through random sampling. Emotional Maturity and Home Environment Inventory are tailor-made instruments, having sufficient reliability and validity. For the purpose of analysis, The Karl-Pearson 'r' technique was used. Present study reveals the result that there is significant positive correlation between the College Student Emotional Maturity and Home Environment.

Keywords: *Emotional Maturity and Home Environment*

Emotional maturity defined as, "A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally". In brief emotional maturity can be called as the process of impulse control through the agency of "self" or "ego". According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and interpersonally.

Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not

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that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two”

Science has established two facts meaningful for human welfare: first, the foundation of the structure of human personality is laid down in early childhood; and second, the chief engineer in charge of this construction is the family (Meyer Francis Knockoff). Home is the place of promise, security, comfort where people related by blood and marriage live together. Many empirical studies have shown that children are influenced and molded by their family. The need for differential values, competencies and coping styles between parents and adolescents are a source of anxiety and stress both for adolescents and parents (Verma & Saraswathi, 2002).

The concept of home environment in the western countries is somewhat different from the Indian context. The traditional nuclear families with breadwinner/father, housewife/mother, and children are fast replacing by dual career, single-parent, reconstituted and childless families. Capacity building of its members to provide timely support and monitoring signs of dangers to save adolescents from slipping into risks can be an important strategy/approach. Involvement of parents has increasingly now been used in planned interventions of governmental and voluntary sectors (Verma & Saraswathi, 2002).

OBJECTIVES

- To check correlation between Emotional Maturity and Home Environment among College Student of Rajkot City.

METHOD

Study method is presented below.

Sample:

The respondents of the present study 210 young people randomly selected from various Areas in Rajkot City. In present research the total sample consisted of 120 male and 120 female Rajkot City were chosen.

Tools:

1. Emotional Maturity Scale

Emotional maturity scale developed by Roma Pal (1988) was used to measure emotional maturity the scale contains 40 items with totally agree, neutral, generally, disagree and totally disagree. Response alternative the responses were marked 5,4,3,2 and 1 respectively and from the responses we had to select only one response in every sentence. 5 for tick mark totally agree, 4 for tick mark agree, 3 for tick mark neutral, 2 for tick mark disagree and 1 for tick mark totally disagree. The maximum possible score is 200 and minimum is 40. Scoring pattern shows that more score indicates less emotional maturity. The less score in the scale indicates good (more) emotional maturity. The reliability score of emotional maturity scale comes to 0.84, derived by the split half method, obtained from the sample of 200 students. The researcher of the present

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research has found out the reliability score as 0.81, by using split half technique on the sample of 50 students.

2. Home Environment Scale

It was developed by DR. Sarla Java was used to measure Home Environment Scale. The questionnaire contains 74 items with true and false response alternative. Each item is scored using a five-point likert scale, a graded response can be selected (1 = “rare” to 5 = “always”). The maximum possible score is Three Hundred seventy and minimum is seventy four. High score indicates high level of Home Environment. The reliability for this questionnaire is 0.88 and High validity.

Procedure:

In this research two test were administrated individually as well as on young people, which collecting data for the study before attempting the questionnaire the subjects were requested to read the instruction carefully and follow them in true spirits. While the data collection was completed then ‘r’ was used to check correlations.

RESULTS AND DISCUSSION

Table-1 Correlation calculation between Emotional Maturity and Home Environment of Rajkot City College Student.

Sr. no.	Variables	N	df	r	Sig. Levels
1.	Emotional Maturity	210	208	0.20	0.05
2.	Home Environment	210	208		

We have seen the table no.1 the correlation between Emotional Maturity and Home Environment that ‘r’ value = 0.20 so we can say that there was significant correlation between the respondents Emotional Maturity and Home Environment. Here, the Positive r value= 0.20, which was significant at 0.05 levels. Hence, Hypothesis is therefore to be not accepted and it concluded that there was significance correlation between respondents Emotional Maturity and Home Environment. It means that as Emotional Maturity increases the Home Environment is increases.

CONCLUSION

The study presented in Rajkot City College Student Emotional Maturity and Home Environment of which are connected to each other in check. Variable Positive correlation was seen between

the two. Thus, College Student Emotional Maturity and Home Environment is correlated with There is Positive Correlation between each other.

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Management of Mathematics Anxiety through Behaviour Technology, Super Brain Yoga and Varmalogy in Ninth Standard Students

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ABSTRACT

This research is carried out on 35 students of IX standard, Kendriya Vidyalaya. Students were selected for the therapy on the basis of their SUD score. After taking Math autobiography it was revealed that anxiety in Mathematics for the students was developed due to various causes and the students were not Dyslexic. Student's average score in the recent Mathematics exam was noted. Mathematics Anxiety was assessed by using Suri, Monroe and Koc's (2012) short Mathematics Anxiety Rating Scale and their hemispheric dominance of the brain was measured by using Taggart and Torrance's Human Information Processing Survey (1984). Students were treated with Behaviour Modification techniques, Adappa Kalam and Super Brain Yoga for four weeks. For the study Interventions used are: (i) Reduction of Rate of Breathing (Ganesan, 2012). (ii) Laughter Technique (Ganesan, 2008). (iii) Development of Alternate Emotional Responses to the Threatening Stimulus (Ganesan, 2008). (iv) Adappa Kalam (Shunmugom, 2014) (v) Super Brain Yoga (Sui, 2005). The Anxiety level and performance in Mathematics exam was reassessed after four weeks. Results showed that group's Mathematics Anxiety and Mathematics SUDs were significantly reduced from 65.14 to 52.49 and 60.63 to 48.29 respectively. Eventually, it significantly improved the group's average performance in Mathematics exam from 51.43 to 58.60. This shows that Behaviour Modification techniques, Adappa Kalam and Super Brain Yoga are efficient in treating Mathematics Anxiety.

Keywords: *Mathematics Anxiety, Behaviour Modification, Super Brain Yoga, Adappa Kalam.*

Behaviour Modification is the traditional term for the use of empirically demonstrated behaviour change techniques to increase or decrease the frequency of behaviour. For example increasing it by Positive or Negative Reinforcement and decreasing it by Punishment or Extinction. The foundation for Behaviour Modification was laid late in the 19th century in the

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experimental laboratory of Russian physiologist Ivan P Pavlov which led to conceptualization of classical conditioning. His Noble prize winning research work on dog's digestive system led to the inception of classical conditioning. John B Watson an American psychologist, who coined the term behaviorism in his influential paper in 1916, emphasized that habits are learned due to classical conditioning and also demonstrated it in a classical experiment (Watson & Rayner, 1920). Behaviour Modification is based on the learning theories and its basic principle is that when we consistently respond to a stimulus in a particular manner neural network forms and it becomes habit. Habits can be learned and unlearned through Behaviour Modification. Further, in 1950s Joseph Wolpe research work based on Pavlovian conditioning and Sherrington (1947) observation led to inception of Reciprocal Inhibition. He extended the principal of reciprocal inhibition to state that if a response that is incompatible with the learned fear or anxiety can be made to occur to a stimulus that had been conditioned to produce that fear, then that stimulus will cease to elicit the fear reaction. Based on Sherrington (1947) observation, that if one group of muscles is stimulated, an antagonistic muscle group will be inhibited, and vice versa, Joseph Wolpe propounded treatment for Anxiety and irrational fears. Anxiety is an unadaptive habit which is formed due to wrong learning and can be treated by relearning the behaviour to form adaptive habits. Similarly Mathematics-Anxiety is treated with Behaviour Modification by relearning and creating alternate responses to the threatening stimulus. Alternate responses are created on the principle of Reciprocal Inhibition where an incompatible response is produced to counter the negative stimulus. Mathematics which has become a threatening stimulus due to various reasons can be de-conditioned by practicing techniques based on reciprocal inhibition. It is also important to remember that it is the behavior which is troublesome, not the student. It is important to make this distinction even though in some cases a student may seem to continually try to test the patience. Separating the student from his or her behavior will help prevent and dissipate negative feeling that the therapist may have about a student and help to execute the intervention program effectively.

Varmalogy is a common nomenclature, which includes Defence Varmalogy, Spiritual Varmalogy, Yogic Varmalogy, Astronomical Varmalogy, Dietic Varmalogy, Medical Varmalogy and so on. All the branches of the Varmam art are necessary for the well-being of man. But Medical Varmalogy is the basis of all the other branches of Varmam art. Medical Varmalogy is used for the prevention of diseases and their management. The word Varmam belongs to the seventeenth century, which means energy. Varmam is the manifestation of the subtle energy of the five elements (Pancha Boota). Those places where this energy resides and activates both body and life are Varmam points. These points are located in nerves, muscles and bones. These Varmam points are divided into 12 Padu Varmam and 96 Thodu Varmam (Shunmugom & Renuka, 2012). Padu Varmam are primary Varmams and are directly related to brain, whereas Thodu Varmams can be considered to be secondary points, which when touched gets connected to other Varmam points. When the energy flowing in these Varmam points gets hindered, related diseases occurs. Adappa Kalam is one of the Padu Varmam, which is located

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13 finger breadths lateral to the Ner Varmam (Solar Plexus) or xiphoid process in medical terminology in the flank of both the sides of the chest. It strengthens the blood vessels that reach the lungs (Varma Kaandam, Verse 810). So, correct stimulation of Adappa Kalam induces deep breathing, leading to activation of parasympathetic nervous system, which in turn alleviates the effect of sympathetic nervous system and thus is effective in the management of fear and phobias (Shunmugom, 2014).

Whereas, Super Brain Yoga is a technique which enhances Alpha waves in the brain and Synchronization of left and right brain hemispheres (Sui, 2005). Increase in Alpha waves in the brain indicates that the body has become relaxed and thus Super Brain Yoga is an effective tool to manage anxieties. Super Brain Yoga also synchronizes left and right brain hemispheres and integrates the brain. Students having integrated brain are efficient in solving Mathematical problems by using resources of both left and right hemisphere (Oliver, 2009; Arem, 2009). Thus practicing Super Brain Yoga every day helps to alleviate Mathematical Anxiety and also increases scholastic performance of the students in Mathematics exam by enhancing the integration of the brain.

Ganesan (2008, 2012) had studied the efficacy of the above Behaviour Modification techniques and found them effective in reduction of neurotic disorders like Anxiety. Whereas, Shunmugom (2014) had studied the efficacy of Adappa Kalam in the management of fear and phobias. These techniques including Super Brain Yoga together were never used before to reduce Anxiety related to Mathematics. Hence there is a need for systematic evaluation of the efficacy of above mentioned techniques in the management of Mathematics-Anxiety. This study has been undertaken in this direction with a view to implement these effective techniques.

METHODOLOGY

This research is carried out on 35 students of IX standard, Kendriya Vidyalaya. Students were selected for the therapy on the basis of their SUD score. After taking Math autobiography it was revealed that anxiety in Mathematics for the students was developed due to various causes and the students are not Dyslexic. Their Mathematics Anxiety was assessed by using Suri, Monroe and Koc's (2012) short Mathematics Anxiety Rating Scale. Group's hemispheric dominance of the brain was measured by using Taggart and Torrance's Human Information Processing Survey (1984). Group was treated with Behaviour Modification techniques, Adappa Kalam and Super Brain Yoga for four weeks.

Interventions: The following interventions were given for four weeks :- i) Reduction of Rate of Breathing (Ganesan, 2012) ii) Development of Alternate Emotional Responses to Threatening Stimulus (Ganesan, 2008) iii) Laughter Technique (Ganesan, 2008) iv) Adappa Kalam (Shunmugom, 2014) v) Super Brain Yoga (Sui, 2005). They were used to create reciprocal

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inhibition in the Math anxious students and enhanced integration of the brain. Students had relearned the new behaviour to form adaptive habit towards the Mathematics subject.

The pre-intervention score of the group in Mathematics Anxiety is 65.14, with standard deviation of 4.89, and post intervention score is 52.49, with a standard deviation of 6.99. Mean difference is 12.66 and critical ration is 8.97. The pre-intervention SUD score of the group is 60.63 with a standard deviation of 5.54, and the post intervention score is 48.29, with a standard deviation of 7.66. Mean difference is 12.34 and Critical Ratio is 10.20. The pre-intervention scholastic score of the experimental group is 51.43, with a standard deviation of 4.54 and the post intervention score is 58.60, with a standard deviation of 5.11. Mean differences is 7.17 and Critical Ratio is 8.90. The result shows that the levels of Mathematics Anxiety, Mathematics SUDs, and scholastic score of the group before and after intervention differ significantly [Table 1].

Table-1: Mathematics Anxiety, Mathematics Suds and Scholsatic Score of the Group Before and After Intervention (N = 35)

Factors	Before Intervention Mean (SD)	After Intervention Mean (SD)	Mean Difference	Critical Ratio
Mathematics Anxiety	65.14 (4.89)	52.49 (6.99)	12.66	8.97**
Mathematics Sud Score	60.63 (5.54)	48.29 (7.66)	12.34	10.20**
Scholastic Score	51.43 (4.54)	58.60 (5.11)	7.17	8.90**

** P< 0.01

The group was assessed on Tagarat and Torrance's Human Information Processing Survey (1984). Results showed that before intervention, the dominant mode of information processing of the group was 'Right' with a score of 16, where Left Hemisphere and Integrated were 15, 04 respectively. On reassessing the group after intervention, the dominant mode of processing of the group found to be 'Integrated' with a comparatively higher score of 14, whereas Left Hemisphere and Right Hemisphere score were 12 and 09 respectively [Table 2].

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Table 2: Human Information Processing Survey of the Group before and After Intervention (N=35).

	Left Hemisphere	Right Hemisphere	Integrated
Before Intervention	15	16	04
After Intervention	12	09	14

DISCUSSION

The purpose of the present study was to manage Mathematics Anxiety. For the objective assessment of Mathematics Anxiety, a psychometric scale, namely, short Mathematics Anxiety Rating Scale by Suri, Monroe and Koc (2012) was used and to find the dominant information processing mode of the group, Taggart and Torrance's Human Information Processing Survey was used.

Behaviour Modification techniques, Adappa Kalam and Super Brain Yoga were used to treat the group. The pre-intervention score of the group in Mathematics Anxiety was 65. 14, with standard deviation of 4. 89. The pre-intervention SUD score of the group was 60. 63, with a standard deviation of 5. 54 and the pre-intervention scholastic score of the group is 51. 43 with a standard deviation of 4. 54. Before intervention, group was assessed on Human Information Processing Survey and the dominant mode of information processing of the group was found to be 'Right'. Group was given intervention for four weeks with Behaviour Modification techniques, like Reduction of Rate of Breathing, Development of Alternate Emotional Responses to Threatening stimulus, Laughter Technique, Adappa Kalam and Super Brain Yoga. Mathematics Anxiety is experienced by a person in different situations and scenarios.

Mathematics Anxiety is experienced while solving a Mathematical problem; while sitting in a Mathematics class room or while solving a problem on the blackboard. Therefore a common stimulus is required which represents Mathematics Anxiety and can trigger anxiety in the math anxious people. After showing this stimulus anxiety is triggered and then interventions are introduced. So, to prepare a stimulus which represents Mathematics Anxiety a sheet of paper is taken and four questions were written based on all four basic operations of Mathematics i.e Division, Multiplication, Addition and Subtraction. To make the problem threatening and complex, five digit questions are used. This sheet of paper is named as Mathematics Anxiety Stimulus and all the interventions are given after presenting this stimulus to the anxious students.

Reduction of rate of breathing activates parasympathetic nervous system and alleviates the effect of sympathetic nervous system, which in turn relaxes the body. So, the rate of reduction of breathing produces response which is incompatible to Mathematics Anxiety. Whereas, through

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Laughter Technique hormone called endorphin is released due to exhaustion of abdominal muscles, which helps to alleviate the pain and stress caused due to Mathematics Anxiety. Finally, by practicing Development of Alternate Response towards Mathematics enables the students to practice six types of emotions after seeing Mathematics as stimulus. The group was first asked to show anger towards the stimulus, and then was asked to laugh at the stimulus followed by singing a song for it, further the group was asked to dance with the stimulus, finally expressed love and worship towards the stimulus. Therefore, by practicing these different emotional responses the conditioned response i.e Mathematics Anxiety, becomes neutral.

Whereas, Adappa Kalam, is a Padu Varmam, which is directly related to brain and correct stimulation of this Varmam point stimulates the parasympathetic nervous system. This in turn alleviates the effect of sympathetic nervous system and thus reduces anxiety. These exercises, through principle of Reciprocal Inhibition, developed alternate emotional responses towards Mathematics Anxiety and found to be incompatible with it.

However, Super Brain Yoga technique enhanced Alpha waves in the brain and Synchronized left and right brain hemispheres (Sui, 2005). Increase in Alpha waves in the brain indicated that the body has become relaxed and thus countered anxiety caused by Mathematics in the group. In addition Super Brain Yoga also synchronized left and right hemispheres of the brain and made the brain integrated. As, students having integrated brain are efficient in solving Mathematical problems by using resources of both left and right hemisphere (Oliver, Erin Michelle, 2009) thus the performance of the group increased significantly.

Group responded well to these interventions and after four weeks, was reassessed on short Mathematics Anxiety Rating Scale. Results showed that the post-intervention score of the group in Mathematics Anxiety was reduced to 52. 49, with a standard deviation of 6. 99 and the Critical Ratio was 8. 97. Whereas post-intervention SUD score of the group was reduced to 48. 29, with a standard deviation of 7. 66 and the Critical Ratio was 10. 20. The post intervention scholastic score of the group was increased to 58. 60, with a standard deviation of 5. 11 and the Critical Ratio was 8. 90. The results shows that the level of Mathematics Anxiety, Mathematics SUDs, and scholastic score of the group before and after intervention differ significantly [Table-1].

The group was reassessed after intervention on Taggart and Torrance's Information Processing Survey and the results showed that, group's dominant information processing mode was found to be 'integrated'. The increase in number of student from 04 to 14 revealed that the group has become more balanced in its approach and together with logic and intuition has a good scope in Mathematics subject [Table-2].

To conclude, this study has shown that management of Mathematics Anxiety with Behaviour Modification techniques, Varmalogy and Super Brain Yoga are found to be efficient.

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Organizational Care and Support of Sheltered Street Children

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ABSTRACT

The present study is to find out the organizational care and support of sheltered street children. The sample consist 444 respondents. 176 are from government shelters, and 268 are from non-government shelters. For this purpose Organizational care and support developed by researcher were used. The data obtained were analyzed through t- test to know the mean difference between the government and non government groups. Government sheltered street children have more health problems, more organizational facilities and less social support than non government sheltered street children.

Keywords: *Organizational Care and Support, Sheltered Street Children, Government and Non Government, t- Test.*

A street child in India is a child in India "for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood; and who is inadequately protected, supervised, or directed by responsible adults". In the early years, the term "street child" included any child that worked on the street. From research, however, different categories of children on the streets have been distinguished, while still recognizing that children's complex experiences are difficult to define. (Thomas de Benítez, Sarah, 2007).

The term "Street Children" sounds a very narrow sense that may suggest children popularly known as 'rag pickers' in India, 'parking boys' in Kenya, 'peggy boys' in the Philippines, 'pivetes' in Brazil, 'pajaro frutero' in Peru and 'homeless youth' or 'runaways' in some developed countries (Agarwal, R., 1999). While all these terms do qualify as street children, their descriptions do not constitute an adequate meaningful working definition.

Ministry of welfare for street children

Sincere efforts of various social organizations and non-governmental organizations pressured the national government to involve for the welfare of the street children. The term "street child" did

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not figure in the "Official Vocabulary" of post independent India. Because of the pressure from the non-governmental organizations in the field of assistance to street children at both national and international level, the Government of India also had taken a positive view to set up a "Scheme for Assistance to Street Children" under ministry of welfare, which was implemented and launched in February, 1993. Initially, the Scheme was sanctioned and implemented in only six major cities as pilot study.

A series of meetings were held between non-governmental organizations and government officials, prior to the launching this scheme. A suitable frame work was evolved, and it was later modified taking into account the suggestions from different agencies, however, all these are not included in the final draft, thus leaving the Scheme incomplete and ineffective. But with certain changes, the scheme was accepted for implementation with conditions that the applicants (non-government organizations) should have three years minimum experience in the field of care and support for street children. It was observed and found that most of the applicants, as nongovernment organizations, have not worked in the field of street children. But with a political clout, most of the non-government organizations claimed for the development of street children and received large amount of grants towards launching homes for street children. But it did not yield expected results.

In the year of 2010 the government of India started new program that is Integrated Child Protection Scheme (ICPS). The objective of this program is to set in place child protection services in every district of the country. Preliminary feedback indicates that the program is hugely under –resourced, and already lagging in its implementation. Most juvenile homes today are fraught with problems which include poor infrastructure, unskilled personnel and a lack of specialized professionals like psychiatrists, psychologists, therapists and counselors.

Government and Non-Government Organizations for Street Children in India

The municipal corporations are, showing some interest in the plight of street children. Studies show that there are more small programs for street children in the country today than ever before and that some are either located in municipal buildings or assisted by the local body (i.e. Visakhapatnam, Vijayawada, Hyderabad, Chennai etc.). Government / non-government organizations jointly established CHILDLINE project a 24-hour, free, emergency telephone HELP LINE in 29 cities, and reported used by more than one million children in past 5 years.

Both the government and non-government organizations shelters aim to develop the child - physically, emotionally, psychologically, socially and morally, thus enabling them to settle comfortably in the society. At present, government shelters are providing residential programs for street children while the non-government organizations shelters are providing drop-in-center and residential program for street children. The government shelters provide school education within the shelter; whereas, children sheltered in nongovernment organizations are sent to public and private schools.

Drop-in –center

When required, children on the street can visit the drop-in-centre to avail the services for meeting their immediate needs. Various facilities like counseling, basic health care, savings, non-formal education, recreation, a missing children's bureau, water etc. are provided in the drop-in-centers. The aim and objective of these centers is to provide immediate and short-term assistance to the children.

Residential program

Though, an institution is definitely not the best place for a child to be in as compared to the family, it does substitute for those on the streets without one. For the young children who come from various parts of India to Hyderabad and Vijayawada with the aim of earning a better living, become rag pickers, beggars, shoe shine boys etc. Here living in a group they develop a sense of belonging, safety and new friends. The main focus of this is to provide street children with the opportunity of a safe shelter and to acquire educational or vocational skills. It also helps them to get in contact with their natural family and reunite them if possible and assist them to settle down independently in the society.

In shelters of government and non-government organizations, the field workers collect the children from the neighboring places and enroll them in the shelters. Sometimes, public and police also enroll street children; it also happens that parents enroll their children because the children wander on roads. A 24hrs telephone helpline known as CHILDLINE provides emotional assistance to street children and through this CHILDLINE, some children are referred to the shelters.

The need for love, as well as for security, is a powerful motivator of behavior (Brendtro et al., 1990). Alienated youths, experiencing harsh social conditions, may seek alternative ways to fulfill these needs, including running away. Young people also desire autonomy. For many street children, freedom from adult control is the most important attribute of their adopted way of life (Scharf et al., 1986). Street children who experience harsh social conditions and broken family relations tend to have behavioral problems. They seek alternative ways to fulfill their needs, by running away from their homes. Pringle (1974) grouped the psychosocial needs of children into four main areas: i) the need for love and security, ii) the need for new experiences, iii) the need for praise and recognition and iv) the need for responsibility. If these needs are not met or are thwarted, children may be at risk for emotional and behavioral problems, and fulfillment sought elsewhere (away from the family unit). Street children may fall into this category.

Organizational care and support

Once when the children leave their homes, psychologically they are pathetic, they need emotional support and they face many difficulties in street life. When they are enrolled in any organization, they expect some care, support and protection and usually they dislike too much security in shelters. Hence, the care and support provided by the organization and past

experiences like familial and personal problems have a significant influence on the behavioral problems of street children. If the children receive proper care and support by organization, they feel happy, comfortable and become normal individuals. Different organizations are rendering some kind of support to street children. The fact remains that a street child is "a child" who should be assisted by parents and the school in his process of becoming an adult. This crucial factor is at present often overlooked by these organizations that render support. These support structures direct their attention to activities that often exclude the school and the family context which are crucial in the child's becoming. The actualization of the child's full potential therefore becomes more remote.

Shelters run by the government and non-government organizations provide care, protection, support, education, development, employment, and rehabilitation of street children. Street children shelters are preferred over adult shelters and street outreach encourages youth to seek help when they might otherwise stay on the street. Mentors provide sympathetic listening and encouragement, as many youth are without a caring adult in their lives. Counseling helps the youth come to terms with painful life experiences.

Hackman & Marcia Jean (2002) explored the process of homeless youth leaving street life and becoming independent. It is reported that moving to a shelter where they can have a safe environment in which they can self examine their past and present circumstances is quite welcome. They try to contemplate on what kind of future they would like to have. Other themes follow the process of moving to a shelter and include listening, privacy, absent parents, substance abuse, mental illness, achievement and forming an identity. Homeless youth who attempt independence before they have dealt with their past and present life experiences may fail to become or remain independent. Leaving street life was initiated by the youth as they began to care more about themselves than what other street youth thought of them. Helping the troubled families to deal with conflict may decrease the number of youth on the street, as would support families in order to keep children and youth in the home instead of removing them to an overburdened foster care system.

Lam, Debbie & Cheng, Fucai (2008) examined the effectiveness of the government-managed Protection and education centre for street children in Shanghai. The study shows that most of the street children disliked the high security of the centre and many had rejected going home. So they tended to keep away from the centre even though it could provide them with lodging and food. It is suggested that the policy for street children should be reviewed with consideration given to street children's family situations and the children's own thoughts and preferences. The programs at the centre should be enriched and training of staff should be provided.

Cowan, Beryl Ann (2008) studied the association between traumatic exposure and mental health outcomes in sheltered homeless children. It is found that lifetime trauma exposure and homeless specific complex stress independently accounted for a significant amount of the variance in

symptoms of depression, anxiety, aggression, and post traumatic stress. Life time trauma alone accounted for the variance in anger and anxiety related symptomatology. Perceived social support was found to have no influence on mental health morbidity. These findings point at the design of clinical interventions for this vulnerable population of children, in view of the important public policy implications.

Gewirtz et al. (2008) assessed the psychosocial and health status of formerly homeless children living with their families. Findings indicated that children had good access to physical health care; however, they faced significant psychosocial risks and manifested behavioral, emotional, and school challenges. Housing agencies lacked infrastructure or expertise in children's mental health. The authors proposed that supportive housing provides a valuable but hitherto under used opportunity to support children's psychosocial functioning.

Scope

In India there are a number of shelters for street children in many cities. However, the shelters located in Hyderabad and Vijayawada are promising Hyderabad is one of the largest metropolitan cities in India. As the city developed in all areas i.e. Information technology, industries, Whole sale markets and real estate etc, many opportunities are available for people to make their life comfortable Vijayawada is another major city and is a main railway junction. The city assumed a lot of commercial importance due to textile trade and agriculture. Many street children migrate to these cities lured by the city life and most of them seek shelter in any government or nongovernment organizations. As the services of these shelters are promising, the study has been confined to these two cities.

OBJECTIVE OF THE STUDY:

- To examine the organizational care and support between sheltered street children in government and non -government.

Sample

- The sample for the present study belongs to the lower socio economic status with similar background in family living style has been chosen. The sampling procedure adopted is more or less purposive. Out of the total 444 respondents, 176 are from government shelters and 268 are from non-government shelters. The average mean age of the participants is about 17.

Tools

Organizational care and support developed by researcher The items Of aspects in the questionnaire are classified into six categories; viz., physical facilities, educational facilities, health problems social support peer group support and moral support A total of 55 items were selected for their diversity in relevance to organizational care and support Each item was represented as a single statement. Respondents were asked to rate each item on a five point likert

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scale- where a score of 'one' indicates strongly disagree and 'five' indicates strongly agree, with intermediary scores of undecided. Reverse scoring was given for some of the negative statements present in the questionnaire.

ORGANIZATIONAL CARE AND SUPPORT

Organizational care and support is one of the important factors, which *positively* influence the lives of the street children. It has been observed that only three out of seven factors affect the life of street children, they are (i) health problems, (ii) organizational facilities and (iii) social support. The difference with regard to the remaining four factors - (i) physical facilities, (ii) schooling, (iii) organizational procedures and (iv) peer group support are not significant because these factors indicate similar attributes in both the shelters. In this section influence of first three factors mentioned above that revealed significant difference in organizational care and support discussed.

Health problems

Street children in the government shelters have health problems viz., visual, hearing *dental*, skin, physical illness and sleeping problems. It is observed that street children in government shelters have high score on health problems ($t= 4.169$; $p<0.01$) than the street children in non government shelters (Table). Street children in the government shelters are facing high rate of health problems due to malnutrition, unhygienic conditions and lack of health consciousness. Street children in the non government shelters have lesser health problems due to the provision of nutritious food, hygienic environment and developing healthy habits by attending health awareness programs.

One recent study by Zena, A. and Aneth, K. (2010) supports the above observations. This study revealed that, street children frequently experience illness, particularly fever, skin diseases, injuries, headaches, diarrhea and stomach upsets.

Organizational facilities

The mean values indicate that the street children in government shelters have more organizational facilities ($t= 2.31$; $p<0.05$) than street children in non government shelters (Table). Street children in government shelters are being provided with organizational facilities such as vocational training and guidance & counseling. Street children in the non government shelters do not have such organizational facilities. Although some non government shelters provide guidance & counseling and library facilities, they are not at an adequate level.

Organizational Care and Support of Sheltered Street Children

Table 1, Difference between government and non government shelters of street children on the organization care and Support

Organization care & support	Organization	Mean	S.D	t-value
Physical facilities	GOVT	43.34	6.17	0.27
	NGO	43.17	6.36	
Schooling	GOVT	25.02	5.32	1.30
	NGO	24.35	5.36	
Health problems	GOVT	15.78	7.11	4.16**
	NGO	13.01	6.63	
Organizational procedures	GOVT	33.80	5.85	0.10
	NGO	33.74	5.33	
Peer group support	GOVT	25.01	4.55	-0.18
	NGO	25.08	3.72	
Organizational facilities	GOVT	20.56	4.17	2.31*
	NGO	19.54	4.78	
Social support	GOVT	26.94	5.63	-3.48**
	NGO	28.60	4.34	

Sample size GOVT=176, NGO=268 * $p < .05$, ** $p < .01$

Social support

Street children in both the government and non government shelters are differ significantly with regard to the social support Street children in non government shelters are reporting more social support ($t = 3.48$; $p < 0.01$) than the street children in government shelters (Table). The street children in non government shelters perceive more social support in the form of sharing feelings, taking advices and suggestions from friends, teachers and warden. Thus, these children are more enthusiastic, encouraging and helping each other. They bother about other problems and never exhibit any discrimination among themselves. On the other hand, street children in government shelters have less social support because of the employees in government shelters are permanent job holders and may not show commitment to serve children and extend support. Custodial care (often through juvenile justice system) may not provide required social support to the children.

Organizational Care and Support of Sheltered Street Children

A study by Cowan. Beryl Ann (2008) do not support the above observation. The study was aimed at examining the association between traumatic exposure and mental health outcomes in sheltered homeless children. It also investigated the moderating role of perceived social support in the pathway between traumatic exposure and emotional distress. Hierarchical multiple regressions revealed that perceived social support has no influence on mental health morbidity.

The street children in government shelters have more health problems, receive organizational facilities and have less social support while street children in the non government shelters have experience health problems, receive less organizational facilities and have more social support.

RECOMMENDATIONS

- Government and non government organizations should start more help lines for street children in metropolitan cities.
- Runaway children need more emotional support and require proper personal counseling.
- Government should provide free and quality education to the street children with low socio economic background.
- Government should start more shelters for street children and their parents. It is very helpful to the homeless families as their children can get more support, strength and well behave under the supervision of their parents.

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Positive Influence of the Multimedia in Primary Education

Singh Shilpa^{1*}, Mishra Sunita²

ABSTRACT

Multimedia is an integration of various type of media. In it involves text, audio, video, graphics and many more. Multimedia is a term frequently heard and discussed among educational technologists today. Multimedia items used in smart classes, video projector, projection screen etc. Multimedia play a important role of many areas of primary education children in development of verbal communication, the ability to think, the ability to understanding. The present investigation identifies the positive influence of different types of multimedia in primary education. For the investigation, various schools were selected in the five mohllas of Alambagh area in Lucknow city. These Mohall as are Pawanpuri, Kailaspuri, Geetapalli, Krishnapalli and Sujanpura. A total of 120 Pre-primary and primary teachers were selected for the study. Random sampling method was used for sample selection and questionnaire schedule was used for data collection. The t test used in research for data analysis. The results revealed that multimedia have capacity to change the child abilities in positive way, increased content related knowledge and thinking of students.

Keywords: *Multimedia, Primary Education, Positive influence.*

The word comes multimedia comes from the Latin word “multus” which means “numerous” & media which means “middle” and “centre”. Multimedia is a type of communication that uses that uses multiple forms of media. In multimedia, multiple means exchanges of information. An example of multimedia is PowerPoint used with a tape recording and photos.

Multimedia has important characteristics that make it different from the other forms of media—it is **digital and interactive**. Digital multimedia is a combination of media (text, pictures, audio and video) that is represented digitally and hence can be treated as data by computer programs. In interactive, It is clearly a field of fundamental research, social, educational and economical importance, as it combines multiple disciplines for the development of multimedia systems that are capable to sense the environment and dynamically process, edit, adjust or generate new

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content. For this purpose, ideas, theories, methodologies and inventions are combined in order to form novel applications and systems.

Early childhood age is a growing independence stage of life span and child enters first grade in school. It is a age of curiosity. Early childhood education/primary education is a term that is used to commonly describe the formal teaching and care of young children by individuals or professionals other than their family or in settings outside the child's home.

OBJECTIVE OF THE STUDY

- To identify different types of multimedia in primary education.
- To study about positive influence of multimedia elements in primary education.

Limitations of the Study

- The study was cross- sectional one.
- In this study information was collected on self administered questionnaire. We cannot rule out information bias.
- The present study is limited to a sample of 120 respondents.
- In these study only urban areas taken that's by not allowed in rural areas.

REVIEW OF LITERATURE

Multimedia devices have quality to improve early education. Television helpful for increased knowledge about moral values in early childhood. Computers provide correct knowledge in interactive ways. Videos are mostly based on real situation that's by children's interacting easily. Animation are deeply affected the mind of children's and increased their academic performances. The presentations through slide projectors increase children's attention. (Singh,2013)

High significant role of multimedia in early childhood education for increased their content knowledge and understandings. The different types of multimedia are high significant to their academic performances.(Singh,2013)

Young children's engagement with digital texts. Current educational practices are becoming increasingly anachronistic within a world in which knowledge, learning and relationships are being re-defined in digital environments. As studies of children's home lives indicates, many young children engage in digital practices in the home and such experience needs to be recognized as a resource for their current and future meaning-making. New ways of thinking about the relationship between literacy, technology and learning in the early years are needed. (Burnett, 2010)

Educational technology such as multimedia plays a fundamental and crucial role in teaching learning process at primary level. It makes teaching learning process more effective and successful. Majority of the teachers were in the opinion that education technology ensures

Positive Influence of the Multimedia in Primary Education

students participation, student's motivation, effective teaching, to attract student's attention, and enrichment of atmosphere for teaching learning process. It was found that teachers were not trained for the effective use of educational technology. (Suleman, 2011)

Interactive learning allows children to explore new ideas with other children and adults who are able to converse with them showing that they value what they say and that they are respected as persons. Through interactions teachers also scaffold children's learning enabling them to go to another level, as they make the children to make better, deeper and more accurate sense of their experiences. Interactions facilitate developmentally appropriate practice, as the children's group, individual and cultural needs are met. (Mishra, 2011)

RESEARCH METHODOLOGY

The study was conducted in the year 2013 in Lucknow city. The main area selected for the study was Alambagh. In this area five mohllas were selected i.e. Pawanpuri, Kailaspuri, Geetapalli, Krishnapalli and Sujanpura. A total of 120 Pre-primary and primary teachers were selected for the study. Random sampling method was used for sample selection and self made questionnaire method was used for data collection. After data collection, the data were tabulated in Microsoft excel and analysis was done by using frequency, percentage and t-test through SPSS (20th version).

RESEARCH FINDINGS AND DISCUSSION

Table.1- Mean, SD and f-value of multimedia and their positive influence in primary education based on language use in schools:

Questions	Hindi		English		t-value	Sig
	Mean	SD	Mean	SD		
Do you know about multimedia.	.82	.383	.85	.363	.453	.502
Do you know about multimedia elements (text, audio, video, graphics, and animation).	.45	.500	.98	.147	615.766	.000***
Animated video makes education easy.	.59	.494	.80	.401	28.234	.000***
Use of graphics makes education more interesting.	.70	.460	.89	.315	31.885	.000***
Educational videos based on real life situations so will increase children's understanding.	.66	.476	.89	.315	48.168	.000***
Animated stories are simple, clear and easy to understand.	.67	.473	.80	.401	11.578	.001***

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Using multimedia in classroom is helpful for interaction between student and teacher.	.46	.500	.76	.431	22.792	.000***
Multimedia helps in communicating to large no. of students in class.	.55	.500	.63	.488	2.819	.096
Children enjoy education including multimedia elements.	.42	.497	.65	.482	2.556	.113
Multimedia provides equal education in creative way for all types students.	.47	.503	.87	.341	85.080	.000***

($p < 0.05^*$) & ($P < 0.001^{***}$)

The above table shown the high significance differences in do you know about multimedia elements (text, audio, video, graphics, animation), animated videos makes education easy, use of graphics makes education more interesting, educational videos based on real life situations so will increase children's understanding, animated stories are simple, clear and easy to understand, using multimedia in classroom is helpful for interaction between student and teacher, multimedia provides equal education in creative way for all types students. No significance differences were found in do you know about multimedia, multimedia helps in communicating to large no. of students in class and children enjoy education including multimedia elements.

CONCLUSION

The results show that most of respondents (teachers) agreed on the use of multimedia in primary education. The multimedia makes child's education clean, realistic and enjoyable. There is significant differences show in different types of multimedia elements increased knowledge of child in positive way in primary education.

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